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ABSTRACT

One hundred and seventeen books, research reports, and journal articles which were available from June to August 1974 are listed in this annotated bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under six subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Documents cover legal regulations of the right to learn; policy concerns; and research studies about student behavior, attitudes, and career selection. Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (AV)

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Selected Bibliography of Polish Educational Materials

SØ 009 749

Bibliographical materials selected and prepared by the Editorial Board of the Institute for Educational Research, Section for Documentation

Editorial Board:
Władysław Słodkowski, Karolina Krajewska, Barbara Wieczorek

Translated:
Bożena Koeltz

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from June to August 1974.

I. HISTORY OF EDUCATION

201. BARTNICKA, KALINA and SZYBIAK, IRENA (ed.): **Raporty generalnych wizytatorów szkół Komisji Edukacji Narodowej w Wielkim Księstwie Litewskim 1782–1792.** (Reports of General School Inspectors of Commission for National Education in Grand Duchy of Lithuania 1782–1892). Ossolineum, Wrocław 1974, 599 pp. — PAN, Pracownia Dziejów Oświaty. *Archiwum Dziejów Oświaty*, Vol. 6.

The publication contains 13 original reports and 5 sets of extracts from post-inspection records, whose originals are not preserved. Reports of general inspectors present the work of schools of the Commission, process of modernization of schools and school administration, effectiveness of the actions undertaken as well as realization of theoretical assumptions of the Commission. They show the formation of contemporary model of the teacher and teacher's profession. The reports enable to trace the evaluation of both policy and pedagogical ideas of the activity of Commission for the National Education as well as the favorable influence of education on the society. They contain abundant material concerning the equipment of schools, financial economy of the Commission, as well as number of pupils and teachers, supply of schools with didactic aids and manuals and hygiene. A picture is presented of customs of the nobility in the eighties of 18th century.

202. FALSKI, MARIAN: **Fragmenty prac z zakresu oświaty 1900–1944.** (Fragments of Works on Education 1900–1944). Ossolineum, Wrocław 1974, 488 pp. — PAN. *Studia Pedagogiczne* 31.

The book consists of seven chapters. In the first chapter the author discusses the share of Polish school adolescents in the resistance movement against the occupants, self-instruction circles, school strikes. The second chapter entitled "Learning of Reading and Writing" contains the information about the origin and history of the primer as well as about the researches on the act of reading. Didactical remarks are included concerning reading, wirting and

hygiene of reading. Opinions follow in chapter III about the organization of educational system in the Independent Poland (1918–1925), the new plan of organization of Polish national education and realization of general education. Chapter IV presents the fundamental works of the Statistical Department of the Ministry of Religion and Public Education. Special works are included in chapter V: 1) participation of the Statistical Department in the Public Exhibition in Poznań in 1929; and 2) participation in the League of Nations' delegation in China in 1931. Much attention is given in chapter VI to the history of education in Poland in the interwar period, while chapter VII deals with the work in conspiracy in Poland during the Second World War (1939–1944).

203. MATERNICKI, JERZY: **Dydaktyka historii w Polsce 1773–1918.** (Teaching History in Poland in the Years 1773–1918). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 545 pp.

The publication consists of two main parts, the historical outline and sources, being the first publication of this kind not only in Poland but in the world literature as well. Teaching history in Poland has a long tradition; its beginnings date back to the 16th century. The Commission for the National Education promoted and modernized the school historical education by introducing history to all the national schools and making it the subject of obligatory studies. Part I — general — presents the outline of teaching history in Poland divided into periods comprising the Age of Enlightenment and romanticism as well as positivism and neoromanticism. In part II sources of Polish authors dealing with analogical periods have been referred to. Annotations to respective sources contain, among other things, the basic bio-bibliographical information about the authors, general characteristics of their literary output as well as the specification of the reprinted work.

204. RABICKI, ZDZISŁAW: **Szkoły średnie ogólnokształcące w województwie katowickim w latach 1945–1970.** (General Secondary Schools in the Voivodship of Katowice in the Years 1945–1970). Śląski Instytut Naukowy, Katowice 1974, 243 pp.

The author aims at a full presentation of the process of rebuilding and developing of general secondary schooling in Katowice Voivodship in the years 1945–1970. The article reports on the difficult period of rebuilding of general secondary schools during the first years after the liberation as well as on the complex process of their development closely connected with the changes taking place both in the country and in the voivodship. The introductory chapter is devoted to the rebuilding of general secondary schools in Silesia in 1945. The main attention is given to problems concerning the activity and development of these schools, i.e.: structure and network of general secondary schools in the Voivodship of Katowice in the years 1945–1970, educational staff, economic basis, didactic activities as well as educational attainment, pedagogical innovations in secondary schools and their influence on the quality of schoolwork. Consideration is also given to prospects and conditions of the development of general secondary schools in the Voivodship of Katowice until 1980.

205. TABIŚ, JAN: **Polacy na Uniwersytecie Kijowskim 1834–1863.** (Poles at Kiev University 1834–1863). Wydawnictwo Literackie, Kraków 1974, 190 pp.

The publication is devoted to the collective life of Polish students at Kiev University during the thirty years of its existence, i.e., in the years 1834–1863. At that time many young Poles attended university lectures forming a group remarkable for its activity in and out of the university. The book consists of three parts. The first part is devoted to the history of Kiev University, its origin, internal system as well as professors among which there were some Poles. The second part presents, on the basis of preserved official data, the structure of Polish university groups under investigation. The subsequent stages of development of sociopolitical movement among Polish students in Kiev are discussed in part III.

206. WROCZYŃSKI, RYSZARD: **Rola badań historyczno-oświatowych w prognozowaniu oświaty.** (Role of Historicoeducational Investigations in Prognosticating Education). *Przegląd Historyczno-Oświatowy* 1974, No. 3, pp. 300–317.

The publication contains a report on the role of historical researches in prognosticating education prepared by the Historical Commission of the Polish Teachers' Association. Remarks and considerations are included concerning the employment of the achievements of history of education in prognosticating education and schooling These problems are particularly important nowadays in connection with the reform of our system of education. The changing civilization creates the necessity of prognostication as a kind of guide in the future. Prognostics is a new field of knowledge which cooperates with other branches of science. Educational prognostications can be safeguarded against numerous dangers on the way leading to the future model of education and schooling.

II. LAWS AND LEGISLATION

207. ERAZMUS, EDWARD: **Prawo do nauki w Polsce Ludowej. Studium polityczno-historyczne.** (Right to Learn in the Polish People's Republic. Politico-Historical Study). Wydawnictwo Poznańskie, Poznań 1974, 403 pp.

The research results are presented on the formation of a political conception and a lawful regulation of the right to learn as well as on its realization in the Polish People's Republic. The employed method of research was the analysis of records in the archives and printed sources: tests of constitutions, acts, ordinances, orders, circulars and documents concerning the attempt at practical realization of the right to learn. In the first chapter the author discusses constitutional aspects of the right to learn in the years 1919–1939. Chapter II contains conceptions of rights to learn in revolutionary programs and programs of progressive political parties. The next three chapters deal with the right to learn in Poland in the years 1944–1971. Chapter VI is devoted to the prospects of realization of the right to learn.

208. HOMPLEWICZ, JANUSZ: **Zagadnienia prawne przyszłościowego modelu oświaty.** (Future Model of Education in the Eye of the Law.) *Nauczyciel i Wychowanie* 1974, No. 3, pp. 8–14.

In connection with the planned reform of the system of education and schooling in Poland, the author presents some relations between pedagogy, theory of organization and law. Certain conceptions are given of organizational-legal solutions of educational system as well as legal consequences of the new educational model. The author's considerations are concerned with the following problems: 1) school legislation as a subsystem of administrative law; 2) "system of civil-educational rights" and legal means ensuring the realization of these rights; 3) general secondary school as a new model of school duties; 4) educational system and society — problem of elaborating proper organizational forms and legal institutions enabling grouping of social forms for educational needs; 5) alternatives of schools' subordination as well as of pedagogical supervision — position of school in the structure of educational administration; 6) legal basis of teachers' professional work; 7) legal problems in school programs.

III. GENERAL INFORMATION ON EDUCATION

209. CYNKE, MIECZYSŁAW and KOWALIK, STANISŁAW (ed.): **Perspektywy edukacji narodowej. Prognoza rozwoju oświaty i wychowania** (National Education. Prospects of Development of Education and Schooling). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 398 pp.

The publication contains the results of works carried out by the Main Commission of Prognosticating Education and Schooling Resort together with voivodship and problem groups. The first part contains selected working material concerning methodology and organization of prognosticating the development of education and schooling. The second part of the publication is a synthetic elaboration entitled "Prognostication of Development of Education and Schooling." The prognostication deals with many problems taking into consideration demographical, socioeconomic and cultural conditioning, functions and tasks of education and schooling, prognosticating model of the system, assumptions of realization of this model as well as condi-

tions ensuring the development of education and schooling. The longest third chapter contains selected papers connected with prognosticating which present the more perfect vision than the present system of education and schooling. Various problems are discussed, i.e.: psychophysical development of children and adolescents, permanent education, training and raising professional qualifications of teachers as well as staff policy in the system of education and schooling, didactic means, school equipment and school building. The fourth part indicates the employment of works on prognosticating to solve present and future problems concerning education and schooling. Annex is also included in the publication: list of works caried out for the Main Commission of Prognostication of Education and Schooling Resort as well as bibliography of publications concerning prognosticating and development of education — selection from the years 1970–1974.

210. KRAJEWSKA, KAROLINA and MIRSKA, ELŻBIETA and WIECZOREK, BARBARA: **Bibliografia pedagogiki. Druki zwarte wydane w kraju w języku polskim w roku 1971.** (Bibliography of Pedagogy. Materials Printed in Polish in 1971). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 229–280.

This bibliography is a continuation of Bibliography of Pedagogy by Wiktor Czerniewski, printed recently in "Studia Pedagogiczne." It comprises materials (books and booklets) pertaining to pedagogical literature as well as to related fields, printed in Polish in 1971. Works in foreign languages are also taken into consideration. Some collective works of periodical character are also included (scientific journals, papers, annals, materials, guidebooks, etc.). The publications are supplemented with reviews printed in magazines. The bibliographical material is arranged in a systematical order.

211. KUBERSKI, JERZY: **Aktualne i perspektywiczne problemy polityki oświatowej.** (Present and Future Problems of Educational Policy). 2nd ed. Książka i Wiedza, Warszawa 1974, 323 pp.

The publication is devoted to the role of educational system in the plan of socioeconomic and cultural develop-

ment of the country as well as to the main tasks of school authorities, school management, teachers and educational institutions. The book deals with such problems as social discussion on the form and trend of educational development, decisions and activities of the state in educational matters; outline of the model of the national education system as well as the improvement of the present educational system; situation of schools in the country; system of administering education; homogeneous system of educational functions of schools; schooling and training, additional schooling and raising teachers' qualifications as well as scientific sources. Finally, an annex has been introduced comprising two resolutions of the Polish Diet: the first one from April 12, 1973 regarding the nation and state's tasks in youth education as well as its participation in building the socialist Poland; the second one from October 13, 1973 concerning the system of national education.

212. KUPISIEWICZ, CZESŁAW: **O sytuacji w naukach pedagogicznych.** (Situation in Educational Sciences). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 19–23.

The author discusses tasks of educational sciences as well as conditions to be fulfilled in order to carry out these tasks. The first research task is to elaborate the model of permanent education optimum for our conditions. The second task is to prepare a new strategy of school and professional orientation as well as a rational conception of selection of children and adolescents for appropriate types of schools and institutions. The third task is to build and verify a new model of general secondary and vocational school. The fourth task deals with continuation of researches on the system of socialist education and schooling. A new organizational conception of the process of education and schooling, enabling a full individualization of this process, is the content of the fifth task. In order to support and continue the achievements of Polish pedagogy, the following conditions must be fulfilled: a) to work out all-Polish, inter-department problem of pedagogical investigations and to create a staff basis indispensable for its realization; b) to set up all-Polish Pedagogical

Society which would contribute to the research activity of many teachers and educators; c) to introduce more severe criteria of scientific promotion, demanding from students of pedagogy modern knowledge, command of foreign languages and, first of all, ability to carry out investigations.

213. KWIECIŃSKI, ZBIGNIEW: **Jednolitość jako zasada i cecha ustroju szkolnego.** (Uniformity as Principle and Feature of School System). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 26–32.

Characteristics is given of the general sense of the principle of uniformity of educational system being a principle of democratic educational policy which consists in ensuring every individual the right and possibilities of full and many-sided development irrespectively of living conditions and education. This principle is a condition of perviousness of education (each student can move to any school of the same type and apply for the admission to every school of a higher degree irrespectively of the place of previous learning). The problems are also discussed concerning the main difficulties connected with the realization of the principle of uniformity of education. These difficulties are the result of different conditions of schoolwork in different environments.

214. LEWIN, ALEKSANDER (ed.): **Nowa ocena zachowania uczniów. Od logiki wykroczeń do logiki osiągnięć.** (New Evaluation of Pupils' Behavior. From Logic of Offence to Logic of Attainment). Nasza Księgarnia, Warszawa 1974, 204 pp.

The author of the book assumed that: 1) evaluation of pupils' behavior is one of the elements of the school educational system; 2) the hitherto existing means of evaluation did not fulfill the educational tasks; 3) necessity occurs to look for new solutions increasing the educational value of behavior. The publication presents a detailed analysis of the main tasks, constructions and means of the functioning of new variant allowing to evaluate pupils' behavior. This conception takes into consideration three main functions of evaluation, i.e., stimu-

lating, informational, evaluative functions. The whole hitherto existing conception of evaluation is based on logic (and size) of offences. However, the new version of evaluation tested in hundreds of Polish schools takes into consideration good sides of pupils' behavior as well. In part I of the book much place is devoted to the inconsistency and little educational effectiveness of the hitherto existing evaluation. Parts II, III and IV discuss the problem of constructing new evaluation, i.e., its content, scale as well as procedure of giving marks. Part V contains the analysis of effectiveness of new evaluation. A problem follows in part VI of introducing the new evaluation into the whole of educational system and its functioning in connection with all the other elements of this system. The authors of the work are: Aleksander Lewin, Maria Jakowicka and Barbara Puszkin.

215. MUSZYŃSKI, HELIODOR: **Stan i perspektywy rozwojowe polskiej pedagogiki**. (State and Prospects of Development of Polish Pedagogy). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 25–41.

The author distinguishes 4 planes of the development of educational sciences: 1) research problems; 2) methodology employed in researches; 3) organizing and planning of researches which is of primary importance in pedagogy. One of the most important factors determining effectiveness of researches is methodology. The full methodological-scientific conception of marxist pedagogy is waiting to be elaborated. Methodology of preparing educational prognostics is considered to be one of the most urgent problems. The Polish pedagogy has not yet worked out a homogeneous system of scientific research institutions carrying out a homogeneous research program adjusted to actual needs and possibilities. Attention is given to a multiplicity of existing institutions which is not favorable for the development of Polish pedagogy mainly because separate institutions often repeat the same researches, other problems, however, being intact. It means that the vital needs as well as peculiarity of separate regions of the country are not taken into

consideration and a steady development of all scientific centers is not promoted. The author discusses a serious crisis of scientific staff. The number of independent younger workers is too small. The policy of educating young scientific staff arouses the author's anxieties.

216. OZGA, WŁADYSŁAW: **Rozmieszczenie szkół w Polsce. Analiza, wnioski, propozycje.** (Distribution of Schools in Poland. Analysis, Conclusions, Suggestions). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 583 pp.

The publication deals with the problem of distribution of schools of various types in the whole country as well as in its separate regions. The whole work consists of three main parts comprising: 1) rules of distributing schools; 2) growing distribution of schools; and 3) influence of demographical changes on distribution of schools. Important questions are discussed, such as: in part 1 — complexity of the problem of school network, distribution of schools and general education; assumptions and trends in modernizing the network of schools. In part 2 — school network during the interwar period, development of network of 7-class schools in the Polish People's Republic, critical analysis of the network of 8-class elementary schools; development of special education; distribution of secondary schools; universality of secondary education and school network; distribution of vocational schools and the needs of national economy; suggestions of changes in the school system; economic conditions of the functioning of schools; staff problems of educational system. In part 3 — forming of the demographical situation in the years 1971–2000; consequences of demographical changes for elementary education in the years 1971–1985; consequences of demographical changes for secondary schools and higher schools. The main element in the analysis of school network was not the number of schools but the number of places being seats of schools as well as their geographical distribution, mainly the distribution of secondary schools.

217. POMYKAŁO, WOJCIECH (ed): **Dorobek i perspektywy regionów i oświaty.** (Achievements and Prospects of Regions and Education). Książka i Wiedza, Warszawa 1974, 384 pp.

The publication deals with the development of the system of national education during the thirty years of the Polish People's Republic as well as with the present trends of works upon the reform of this system. The problems of education are presented here against the background of the general development of economy, science and culture of particular voivodships. The regional characteristics are given of these problems and the process of forming educational-schooling infrastructures. General principles of Polish educational policy are characterized successively in separate chapters as well as achievements and shortcomings of the contemporary educational system, works on its reform, the development of education starting from kindergarten education, general elementary and secondary education, vocational training and different forms of education for adults. Then the problem is discussed of educating teachers as well as of school building, democratization of education and schooling, care of children and adolescents. Each chapter also contains tasks to be fulfilled in the nearest future connected with characteristic regional features.

218. RATAJ, MARIAN: **Szkoła — zakład pracy — wychowanie.** (School — Institution — Education). Instytut Wydawniczy CRZZ, Warszawa 1974, 217 pp.

The publication contains a report on the form that has been tested of uniting educational tasks of school with the assistance of workers in the realization of these tasks which is a social movement of institutions' protection of schools. It originated from the initiative of trade unions and was organized by them in 1949; nowadays it embraces above 15,000 institutions and almost 20,000 schools as well as educational-schooling institutions. Main attention is devoted to the experience and weakness of this movement in cooperation with schools. The book contains many interesting examples and forms of trade unions' assistance to parents, summer camps for children and adolescents, schools, orphanages, boarding schools in their educational-tutelar duties. The author also reveals weaknesses and gaps of educational work as far as a school–institution relation is concerned, indicates possi-

bilities of filling these gaps on the basis of social and material reserves; he also concentrates upon the problem of the protection of the remaining educational institutions as well as of enriching the existing cooperation with new contents and educational values.

219. WOŁCZYK, JERZY: **Elementy polityki oświatowej.** (Elements of Educational Policy). PWN, Warszawa 1974, 330 pp.

The author discusses the main tasks, trends and forms of educational policy in the Polish People's Republic. Special attention is drawn to the role of educational policy in reaching all the aims of the socialist society. Functions and principles are discussed of the activity of various training and educational forms in Poland. Separate chapters are devoted to the development of elementary, vocational, general as well as special schooling. Consideration is given to out-of-school and preschool education, problems of prognostication and planning as well as to educational management. Some fragments refer to the role and organization of teacher's work in the new educational system. The publication also presents the discussion about the system of national education in Poland.

220. ZALEWSKA-TRAFISZ, HALINA: **Instytuty naukowe resortu oświaty i wychowania.** (Scientific Institutes of Education and Schooling Department). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 87–102.

In order to program and create a modern educational system, scientific researches, analysis and expert appraisals as well as the knowledge about tendencies and phenomena of socioeconomic development of the country are needed. Schooling requires scientific basis of didactic-educational process. In 1972, the scientific equipment of the Ministry of Education and Schooling was expanded. The previous Institute of Pedagogy was transformed into the Institute of Pedagogical Research and 4 new institutes were set up: Institute of School Programs, Institute of Researches on Youth, Institute of Vocational Training and Institute of Teachers' Training. The author gives a detailed characteristics of aims and tasks of separate insti-

tutes as well as the subject of investigations carried out by them. The new scientific institutes of Education and Schooling Department will satisfy all the demands of modern schooling.

IV. SOCIAL AND EDUCATIONAL SCIENCES

221. BANDURA, LUDWIK: **Uczniowie zdolni i kierowanie ich wykształceniem.** (Able Pupils and Control of Their Education). Nasza Księgarnia, Warszawa 1974, 114 pp.

The publication presents some research trends and results drawn from a sample of remarkably able students. The research was carried out in Poland and other countries. The main part of the book describes the course and results of the experiment made by the author together with a group of teachers in Gdańsk and Gdańsk Voivodship. The investigations embraced a sample of 50 remarkably able students who, afterwards, were subject to constant observation during the whole school year. The results of experiment are presented aiming to control the process of able pupils' education. The experiment was carried out in 1971 in 13 city classes and 11 village classes. One of the chapters is devoted to the problem of schools for able pupils.

222. BIELECKI, WACŁAW: **Metoda Skinnera a metoda pytająca. (Analiza porównawcza).** (Skinner's Method and Questioning Method. (Comparative Analysis)). *Ruch Pedagogiczny* 1974, No. 5, pp. 655–666.

The author's aim is to present basic similarities and differences between two methods of teaching; questioning method and Skinner's method. There is a detailed characteristics of the two methods which are compared in respect of: 1) questions; 2) answers; 3) individualization of education; 4) pupil's activity; 5) division of material into small units and their arrangement; 6) possibilities of educational influence; 7) fixing and controlling of knowledge; 8) directing of the thinking process.

223. DADEJ, EWA and OPALA, DANUTA: **Z badań nad usuwaniem braków w nauce poprzez stosowanie nauczania wielopoziomowego.** (Research on Elimination of Gaps in Education through the System of Many-Leveled Education). *Ruch Pedagogiczny*, 1974, No. 4, pp. 532–536.

The results of the experiment are discussed carried out in grades V of two elementary schools in Cracow on a sample of 100 pupils. The aim of the experiment was to present didactic-educational conceptions (many-leveled education) empirically verified. The following stages of the experiment can be distinguished: 1) preparation of tests in order to determine gaps; 2) examination of all children and selection of the greatest potential failures; 3) division of these children into groups according to gaps; 4) many-leveled education; 5) group and individual education. Reserches on the level of intelligence of pupils from control and experimental classes were carried out before checking of educational attainment. The results obtained through the method of many-leveled education are also given.

224. DANEK, WINCENTY (ed.): **Problemy modernizacji procesu dydaktycznego i wychowawczego w środowisku akademickim.** (Modernization of Didactic and Educational Process in Academic Environment). Wyższa Szkoła Pedagogiczna in Cracow, Kraków 1974, 218 pp.

The publication appearing under the general title of "Works on Didactics of Higher School" is of permanent character. It presents, first of all, the results of researches, materials as well as articles which were published in Higher Pedagogical School in Cracow, in the Methodological Center for Workers, in its group of special interests as well as in institutions cooperating with the Center. They concern mainly the problems connected with modernization of didactic and educational process in higher school and studies for workers. The present volume contains five groups of papers and materials. The first group is devoted to the problem of modernization of didactic process. Several interesting conceptions are included connected with teachers' training. The second group of

articles presents the results of investigations on shaping of students' attitudes. A separate group discusses results of researches on recruitment of candidates for studies. For the first time in "Works on Didactics of Higher School" materials are included concerning postgraduate studies of three different higher schools: Higher School of Pedagogy, university and technical school. Section "Reports and News" contains information about investigations as well as about scientific conferences dealing with didactic and educational problems.

225. DEJNAROWICZ, CZESŁAW and KARWAT, TADEUSZ: **Modele programowania w dydaktyce.** (Models of Programming in Didactics). 2nd ed. Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 307 pp.

The publication deals with the basic conceptions pertaining to the problem of programmed instruction, discusses means of programming educational programs as well as characterizes these methods of programming educational contents which can be employed in Polish vocational schools. Consideration is given to both classical and contemporary methods of programming. Much place is devoted to methods of semiprogramming as well as to the programming of tests (multiple choice technique) and programs of learning.

226. DOROSZEWICZ, KRYSTYNA: **Wpływ postaw emocjonalnych uczniów do nauczycieli na przebieg komunikacji między nimi.** (Influence of Emotional Attitudes of Pupils Toward Teachers on Process of Their Communication). *Ruch Pedagogiczny* 1974, No. 4, pp. 537–540.

The article discusses the problem of dependence between pupils' attitudes toward teachers and their communication. The general hypothesis suggested that the more favorable attitude of pupils toward teachers — the more favorable, in the communication aspect — is the interaction between them, i.e., they communicate more often, the range of communication is wider and it is accompanied with the favorable emotional state. The investigations were carried out in two stages on a sample of 70 pupils aged 12–13 in

one of the elementary schools in Warsaw. In the first stage of investigations the subjects estimated their emotional relation toward teachers from a given class. In the second stage questions aimed at providing information about frequency, range and emotional stage of receptor in the process of communication. Evaluations of emotional attitudes toward teachers were correlated with evaluations concerning pupils' communication with them, and in this way a statistically important dependence was obtained.

227. FLEMING, EDWARD: **Unowocześnienie systemu dydaktycznego.** (Modernization of Didactic System). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 294 pp.

The publication aims at the presentation of didactic system in all its complexity. The author attempts to revise and modernize (in the light of progress in educational sciences) rules, methods and organizational forms of teaching employed in the didactic process. The analysis is made in chapter I of the traditional didactic system in the light of numerous researches carried out in Poland and other countries. The second chapter deals with the new conceptions of Polish contemporary didactics which played a pioneer part in the research on modernization of teaching process. The Polish didactics has considerable achievements in this respect. In chapter III the author discusses the problem of "integrated modern didactic system" covering the most important achievements of the Polish theory of instruction and some of newer achievements of the other countries. The course and results of researches verifying modern integrated system are presented in chapter IV, whereas the results of the experiment to bring it into practice are included in chapter V.

228. GROCHOCIŃSKI, MARIAN: **Prognoza wychowania równoległego na terenie osiedla mieszkaniowego.** (Prognostic of Parallel Education in Residential Quarters). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 99–113.

The presentation of the problem of parallel education in the spare time of both parents and children constitutes a fragment of research on the influence of educational

institutions in a housing estate upon the formation of various contents of children's leisure. Interpreting the investigations carried out in a housing estate "Przymorze" in the years 1969–1971 on a sample of parents of grade III and IV children, the author confines himself to discussing the problems connected with the influence of parents on their children's spare time. Investigations embraced 226 families, in this number 105 mothers and 121 fathers, and were carried out through inquiries and questionnaires. In the results of research presented the following problems are considered: influence of living conditions on means of spending free time in the family, out-of-family role of parents in children's free time, influence of educator, means of using mass media by parents as well as participation of school and educational centers in the organization of free time.

229. GRZELAK, ZDZISŁAW (ed.): **Socjologowie o wychowaniu.** (Sociologists about Education). Iskry, Warszawa 1974, 234 pp.

A collection of works presented in the publication constitutes, in spite of a variety of authors, subject matters and style, a logical whole. It is a selection of works by the representatives of sociology of education in a historical outline. The publication consists of two parts. The first one is devoted mainly to the sociological theory of education and educational functions of the society. These are works by Florian Znaniecki (Educational Environment), Ludwik Krzywicki (Adolescents as Citizens) and Stefan Czarnowski (Past and Present in Culture). The second part deals with groups and individuals assimilating and creating cultural values in the socialization process, in social activity as well as shaping, at the same time, common features of sociocultural personality. All these problems are discussed in the works by Kazimierz Wyka (Problems of Generation), Józef Chałasiński (Elements of Sociological Theory of Education) and Jan Szczepański (Education and Personality).

230. KELM, ALBIN: **O opiece nad dzieckiem w rodzinie.** (Care of Children in the Family). Wydawnictwa Szkolne i Pedagogiczne, Łódź 1974, 198 pp.

The book contains the outline of tutelar-educational tasks of every family and conditioning of their fulfilment. The author stresses an important role of the family in the process of educating a child. The characterization follows of the basic tutelar-educational tasks of the family, i.e.: protection of child's health, hygienic conditions of work and rest, satisfying of material needs, ensuring of education, getting acquainted with the life of the society. The main problems are discussed pertaining to the organization of child's life in the family, i.e.: family ties, day plans, participation of the child in the life of the whole family as well as punishments and rewards in the family life. Attention is then given to the role of institutions cooperating with the family in ensuring care of the child.

231. KOBLEWSKA, JANINA: **Propaganda i wychowanie. Szkice o środkach narodowego oddziaływania.** (Propaganda and Education. Means of National Influence). Instytut Wydawniczy CRZZ, Warszawa 1974, 279 pp.

The author discusses some problems pertaining to the contemporary propaganda as well as characterizes its basic aims and properties. Consideration is given to certain fields of contemporary propaganda included in films, novels, television programs, contemporary fairy tales for grown-ups, presenting some methods and forms of influence of propaganda. Much place is devoted to the reception of propaganda drawing our attention to the complexity of the process of influencing large and small social groups as well as to the multiplicity of factors conditioning the quality of this reception. Considerations are included of the extent of common aims and similar methods of influence between propaganda and pedagogy (educational sciences).

232. KOMOROWSKA, HANNA: **Dydaktyka języków obcych a rozwój psychologii, pedagogiki i socjologii.** (Foreign Language Teaching and Development of Psychology, Pedagogy and Socioiogy). *Języki Obce w Szkole* 1974, No. 4, pp. 194–199.

The article analyzes connections between theory of instruction of foreign languages and such scientific branches as psychology, pedagogy and sociology which can provide

the organizers of the process of foreign language command with a lot of interesting data. The author indicates the main directions of the influence of these branches on the theory of instruction of foreign languages. There is no suggestion of definite didactic solutions resulting from the theoretical basis of each of the mentioned branches. only a signal which of them may become a source of data enabling to solve many problems of theory of instruction of foreign languages. The analysis proves that the share of data provided by the three branches under discussion in planning the system of language education concerns, among other things: 1) selection of learning content in the construction of program — sociology, sociolinguistics; 2) division of learning material into methodical units, structure of units — psychology, general didactics; 3) elaborating of manuals, supplementary materials and audiovisual aids — psychology, pedagogy of development, general didactics; 4) preparation of teachers for the work with pupils (education and raising the professional qualifications) — psychology, pedeuthology, andragogy, general didactics; 5) working out of indications concerning individualization of learning — psychology, sociology, general didactics; 6) the whole of empirical research on the process of learning and teaching a foreign language — sociology, general didactics.

233. KOTŁOWSKI, KAROL: **Rzecz o wychowaniu patriotycznym.** (Patriotic Education). Ossolineum, Wrocław 1974, 188 pp.

The author gives consideration to the set of problems concerning the patriotic education, such as: 1) patriotism and notions connected with it, much place being devoted to the formation of nationalism in Poland as well as to notions of patriotism and proletarian internationalism; 2) problem of spontaneous formation of attitudes; 3) problems concerning the conscious forming of attitudes with regard to interiorizing methods, verification of attitudes, methods regulating behavior; 4) problem of selecting methods of patriotic education according to psychological developmental stages in children and adolescents. Attention is also given to morals as a factor making patriotic education possible.

234. KOWALSKI, STANISŁAW: **Socjologia wychowania w zarysie.** (The Outline of Sociology of Education). PWN, Warszawa 1974, 528 pp.

The publication presents the results of comparative analysis of sociological research concerning educational processes in Poland as well as in the other countries. The analysis bases on the main elements of Polish and foreign general sociology and sociology of education. Consideration is given in some chapters to the results of investigations carried out by the author and his pupils, partly published already in scientific magazines. The article concentrates upon the aspects of education considered to be basic in sociology, i.e.: educational environment and its components as well as socialization process of a pupil under the influence of environment. The book consists of four parts comprising: 1) methodological considerations describing the place of educational sociology in the system of sciences dealing with investigations of educational processes; 2) characteristics of the environment, its basic components (family, friends, school) as well as process of socialization; 3) problems connected with educational systems and processes (mainly democratization of educational systems and selective functions of education) in social macrostructures, both in capitalist and socialist systems; 4) problems of integral functioning of educational system in the environment.

235. LEPALCZYK, IRENA: **Stowarzyszenie społeczne jako środowisko wychowawcze.** (Association as Educational Environment). PWN, Warszawa 1974, 437 pp.

This publication is devoted to Aleksander Kamiński, professor of social pedagogy, active teacher and educator, his main concern being the educational role of social youth organizations. The preface written by J. Szczepański reports on the didactic-educational activity of A. Kamiński. I. Lepalczyk elaborated the bibliography of works by A. Kamiński as well as presented communities from the pedagogical point of view. Some sociological aspects of educational functioning of youth organizations are discussed by S. Kowalski, whereas B. Butrymowicz reports on the

educational function of preservation of nature associations in schools. The subject of work by J. and J. Janicki is the socioeducational function of the Polish Teachers' Association, while T. Pudełko deals with residential youth self-governments and their tutors. J. Bandura presents the socioeducational problem of students' scientific circles as well as of educating and improving lectures. Film club as a form of cultural association is the subject of work by B. Chmielewski. A. Uziembło discusses the activity of the Open University being the example of social and ideological link. J. Marczak writes about the promotion of education in textile works. Nurses' associations against the background of social properties of tutelar organizations are dealt with by E. Mazurkiewicz whereas educational boards of the Socialist Youth Association — by E. Lech. A. Kłoskowska reports on the social elements of communication process in the aspect of sociology and social pedagogy. J. Tobera describes the educational role of medals and awards bestowed upon meritorious workers. The greater activity of children watching television is subject of work by R. Miller. K. Zawistowicz-Adamska devotes her work to the social link and systems of dependencies in the structure of Polish country. R. Wroczyński's work deals with the reform of educational system. Several works are historical. These are: A. Kowalska — "Role of women in creating new sociocultural ideas after the November Insurrection (1841–1946)," A. Brodowska — "Contribution to studies on the development of peasant's consciousness," K. Czajkowska's work "Scouts' Center in Górki Wielkie as educational environment" and I. Lepalczyk's work on the educational activity of Girl Scouts, 1939–1945.

236. OPACZEWSKI, ZBIGNIEW: **Hipnopedia. Nauczanie we śnie naturalnym.** (Hypnopedia. Teaching in Sleep). Nasza Księgarnia, Warszawa 1974, 133 pp.

The subject of consideration is the problem of teaching and learning in sleep. The author reviews the terminology of this field as well as opinions about teaching in natural sleep. The presentation follows of researches on sleep. A short outline is included in the following chapter

of the history of hypnopedia, researches on hypnopedia in the USSR, in the west countries and in Poland. Much attention is given to the methodology of teaching in natural sleep. Researches and experiments of Russian scientists (L. A. Blizichenko and V. A. Artemov) constitute the basis for considerations. In this chapter, the author discusses the role of phonetics in teaching in sleep and such problems as: technical equipment of hypnopedic laboratory, strict observing of working rules and regulations as well as controlling of educational attainments (oral and written tests).

237. ROYKIEWICZ, ANDRZEJ: **Trudna młodzież a zakład pracy.** (Difficult Youth and Institution). Instytut Wydawniczy CRZZ, Warszawa 1974, 163 pp.

The author of the publication explains the origin and describes the phenomenon of youth with special problems, taking into consideration its both social and psychological aspect. The characteristics of youth with special problems do not constitute a uniform structure neither in respect of causes of nonadaptation nor in consideration of disturbances of personality nor on account of demonstrated behavior. Socialization activities cannot be uniform with regard to youth with special problems. Main attention is devoted to the reeducation of young men, the transformation of their personality toward being socially active and profesionally engaged. One of these procedures having a prophylactic character is to commit unsettled or morally endangered young people to ideological-educational supervision of social organizations in an institution. The essence of an educational function of sociopedagogical control consists in, among other things, permanent receiving by the tutor of the information about the charge which makes it possible to undertake an immediate preventive action whenever such a necessity occurs. The charge has an awareness of constantly being "ill at ease" which impedes a tendency toward asocial behavior. The charge has examples of proper behavior as well. One of the forms of educational work and vocational training of adolescents in institutions are Voluntary Labor Brigades. The author

discusses the aims and tasks of Voluntary Labor Brigades, their types and kinds. He also gives examples from the life and work of the Labor Brigades.

238. SUCHODOLSKI, BOGDAN: **Oświata i człowiek przyszłości.** (Education and Man of the Future). Książka i Wiedza, Warszawa 1974, 550 pp.

The volume contains publications dealing with the problem of educating man of the future. The first part is devoted to the state of our education since regaining independence in 1918 up to the present day. These studies reveal in the historical perspective not only all the successes and shortcomings of educational policy in Poland between the World Wars, but mainly the significance of social change which took place in Poland after the liberation in 1944/1945. The second part of the book analyzes the basic elements of contemporary civilization on the basis of experiments and educational tasks. The third part concerns the educational strategy which seems to be indispensable in the new stage of the development of socialist civilization. When the quality of men — as a factor of socioeconomic changes — becomes more and more important, aims and methods of education as well as educational institutions have to undergo modifications and improvements.

239. TRYFAN, BARBARA: **O równy start.** (Equal Start). Ludowa Spółdzielnia Wydawnicza, Warszawa 1974, 314 pp.

The book is devoted to the problems of country children, their right to school promotion as well as of environmental "barriers of promotion" and means of solutions of these problems. Material is based on ten-year observations and considerations concerning the country as well as on the results of investigations carried out through inquiries, questionnaires and observation forms filled in by teachers-correspondents of the Institute for the Development of the Country and Agriculture of the Polish Academy of Sciences. Autobiographical material has also been employed and sent for all-Polish competition in diaries written by countrywomen, organized in 1969 by the

Institute mentioned above and editorial offices of country magazines. The present better living conditions of a country child are the outcome of socioeconomic changes which took place in Poland after the war. However, countrymen's children still acquire knowledge in much more difficult conditions than children from the city. Their start in life is impeded by a great distance from school, lack of many technical and cultural achievements which are introduced in the country with a great delay. Both the family environment and the conflict between the property of agricultural training workshop and the property of man have an influence on the start in life. To equalize the start of country children, the educational reform introduced collective district schools with qualified teachers, a complete set of devices and educational aids, boarding school as well as transport of children, but the problem of "the equalization of start" cannot be solved only through the educational reform. These injurious differences can be eliminated through the fundamental modernization of both country and agriculture.

240. WESOŁOWSKA, MARIA: **Uwarunkowania środowiskowo-rodzinne rekrutacji dzieci do zakładu wychowawczego.** (Family and Environment Conditioning of Recruitment of Children to Educational Institution). *Szkoła Specjalna* 1974, No. 3, pp. 250–256.

On the basis of investigations carried out in the educational institution in "N" in Bydgoszcz Voivodship, the author analyzes environmental problems of recruitment of children to educational institutions. The investigations embraced a sample of 136 pupils and 124 families. The author, employing school records and questionnaires, presents the above problem in many aspects, i.e.: 1) reasons for directing a pupil to an educational institution; 2) pupil's time spent out of home; 3) number and kind of educational institutions. Main attention is devoted to the following assumptions: educational influence of family decreases depending on when the child was isolated from it; the longer the child lives in tutelar-educational institutions, the less care and interest of family become and the more difficult it is to maintain mutual contacts between parents

and pupils. Analyzing the research material the author indicates a great educational influence of an educational institution on both child and family in relation to wards who were directed to the educational institution "N" straight from home — mostly at the suggestion of parents and school.

241. WINCŁAWSKI, WŁODZIMIERZ and KWIECIŃSKI, ZBIGNIEW: **Ośrodek kształcenia i wychowania na wsi w roku 2000.** (Center of Education and Schooling in the Country in 2000). *Studia Pedagogiczne,* Vol. 32, 1974, pp. 125–133.

The article is based on the report for the Institute for the Development of Country and Agriculture of the Polish Academy of Sciences, for the Commission of Educational Prognostic in the Social-Educational Department of the Ministry of Education and Schooling. The year 2000, introduced to the publication is not a rational point of reference; however, it appears to be a symbol of modernity as well as of human hopes to solve actual problems. Much attention is given to three questions considered by the authors to be the main tasks of educational policy in the country, i.e.: organizing educational environment in the country in such a way so that it could guarantee many-sided and harmonious development of individuals consistent with the assumptions of socialist educational ideals, raising the effectiveness of education allowing school in the country to become an element of the democratic system of schooling as well as organizing the effective, direct, parallel and permanent system of agricultural education. Realization of these tasks requires radical educational reforms which are gradually carried out and whose solutions are presented by the article.

242. WŁODARSKI, ZIEMOWIT: **Psychologiczne prawidłowości uczenia się i nauczania.** (Psychological Regularities of Learning and Teaching). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 253 pp.

The key problem in the considerations concerning psychological properties of teaching and learning is the efficiency of learning. The author examines the notion of teaching

and learning describing the process of learning as acquiring experience expressing itself in the modification of behavior, the process of teaching, however, as organizing the situation in which learning of another person takes place. Factors, on which the educational attainment depends, are presented in three problem groups: 1) the qualities of the pupil such as: type features, developmental features and individual features; 2) the situation of learning comprising: a) factors preceding learning, i.e., factors influencing the present state of organism, learning of other contents — affirmative and negative transfer; b) factors active during learning, i.e., external circumstances, means of getting acquainted with the material and its presentation, as well as means of memorization and fixation of knowledge, rewards and punishments, information about results, methods of catechetic and heuristic teaching; c) factors following learning, i.e., activities to be done and learning other contents — retroactive facilitation (inhibition); 3) the qualities of the teacher such as features helping the realization of definite ideas, features prompting the efficiency of interactions as well as the communication in the process of teaching as a factor connected with the qualities of the teacher.

243. WOJTYŃSKI, WACŁAW: **Trudności wychowawcze — kontrowersje teoretyków, niepokoje praktyków.** (Educational Difficulties — Controversies of Theorists, Anxieties of Practicians). *Ruch Pedagogiczny* 1974, No. 4, pp. 510–519.

The article deals with the character of educational difficulties, emphasizing the relational character arising on the basis: educator–pupil, object and subject of influence, both factors being connected by means of a complex of biological, psychological and social determinants. The opinions are presented of Polish pedagogs and psychologists in respect of educational difficulties and disturbances in behavior as well as the problems are discussed connected with prophylaxis, diagnosis and therapy. In the field of educational difficulties main attention is given to: 1) interpersonal relations; 2) educational difficulties of moral character; 3) cases of disturbances in the sphere of activity; 4) disturbances in the emotional sphere of a child; and 4) outlook on life.

244. WROCZYŃSKI, RYSZARD and PILCH, TADEUSZ (ed.): **Metodologia pedagogiki społecznej.** (Methodology of Social Pedagogy). Ossolineum, Wrocław 1974, 512 pp.

The publication is a collection of methodological works presenting the main scientific methods of analyzing the educational environment as well as basic scientific techniques. The first part deals with general problems, such as: 1) some characteristics of pedagogical research (R. Wroczyński); 2) achievements and present state of research of social pedagogy in Poland (J. Wołczyk, R. Wroczyński); 3) method, technique and research procedure in empiric pedagogy (A. Kamiński); 4) some methodological criteria in planning education (J. Wołczyk); 5) organizing research process in pedagogical environmental research. Part II contains a detailed characteristics of research methods and techniques, such as: methods of soundings, monograph methods, participant observation, environmental interview, experiments, documents. Usefulness is discussed of sociometric techniques in social pedagogy (M. Winiarski). The other works deal with the problems of methodology of recognizing tutelar needs (A. Kelm, W. Kopczyński), social diagnostics in pedagogical practice (E. Mazurkiewicz), pedagogical diagnostics in the method of individual cases (R. Janeczko), pedagogical conception of research complex in the country (Z. Kwieciński), investigations of the family as the educational environment (B. Butrymowicz) as well as investigations of environmental conditions needed in school pedagogical practice (E. Trempała), application of demographical methods in studying profession (J. Marczak), application of the basic statistical notions in research on educational phenomena (J. Wojtyniak), effectiveness of statistical methods and conditions of their application in pedagogical investigations (A. Radźko). The publication is supplemented with an index of names, subjects and references.

245. ZYCH, ADAM: **Uwarunkowania wartości diagnostycznej oceny szkolnej.** (Conditioning of Diagnostic Value of School Mark) *Ruch Pedagogiczny* 1974, No. 5, pp. 649–654.

The article contains a review of current pedagogical publications concerning evaluation, examination and control of school attainments. The author analyzes some important mistakes occurring in these processes, investigates causes of subjectivity and variability of evaluation process as well as indicates ways of objectivity. On the basis of docimastic literature, the analysis follows of the following questions: 1) factors determining lowering of diagnostic value of control and evaluation processes; 2) conditioning of subjectivity, variability as well as low accuracy of these processes; 3) mistakes made by teachers evaluating pupils' attainment; 4) means of making evaluation objective.

246. ŻABCZYŃSKA, EWA: **Przestępczość dzieci a szkoła i dom.** (Juvenile Delinquency, School and Home Environment). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 179 pp.

The problem of juvenile delinquency is discussed here from the point of view of both education and psychology concerning the psychical development of the child. Research, carried out in the years 1965/1966, embraced a sample of 100 almost 13-year-old juveniles. The area of research was the Local Court of Warsaw, dwelling place of juveniles as well as their school. The main method used in investigations was the method of detailed research and analysis of chosen cases. In the publication, the phenomenon of delinquency is considered to be the symptom of disturbances in the socialization process. After introducing and discussing methodological problems, thefts of subjects were characterized as well as other symptoms of disturbances in the socialization process (running away from home, excessive drinking of alcohol, etc.). Analysis is presented of factors determining disturbances in the socialization process (in home and school environment). Subjects were characterized in their physical and mental development as well as in formation of their personality. Much attention is given to the problem of satisfying child's needs, his mood at home, relations between the child and individual members of the family. Drawings of subjects entitled "My family" proved to be valuable material in analyzing those problems. Conclusions drawn after the investigations have been formulated in the form

of postulates concerning preventive action in relation to juvenile delinquency. Consideration is given to the meaning of early delinquency, in the process of social going astray as well as to the role of home and school in this respect.

V. TEACHER'S PROFESSION

247. BOROWICZ, RYSZARD: **Zawód nauczyciela w aspiracjach i ocenach studentów uniwersytetu.** (Teacher's Profession in Aspirations and Evaluations of University Students). *Nauczyciel i Wychowanie* 1974, No. 3, pp. 65–74.

On the basis of the investigations carried out by the Institute for the Development of Country and Agriculture of the Polish Academy of Sciences on a sample of 312 III-year students from different faculties, i.e.: Polish Philology, History, Law, Mathematics, Biology and Geography — the author defines: 1) convergences and divergences between real chances of professional work and dreams about a future profession as a teacher; 2) motives for choosing a teacher's profession as well as attraction of this profession among students from separate faculties; 3) plans of students-candidates for teachers concerning the place of future work (village, town, city, Warsaw); 4) characteristics of youth aspiring to become teachers from the point of view of educational attainments, sex, satisfaction with the chosen studies, social origin as well as of local environment, place and type of completed secondary school.

248. DOWJAT, TADEUSZ: **Problemy pedagogiczne w pracy absolwentów Uniwersytetu Warszawskiego zatrudnionych w szkolnictwie.** (Pedagogical Problems in the Work of Graduates of the Warsaw University Employed in Schooling). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 123–139.

Investigations embraced a sample of the Warsaw University graduates who had completed their studies in the years 1960–1970 and were employed in schooling in the school year 1970/1971. After collecting the basic data and analyzing them, researches were carried out on the

graduates' lot as well as on their socioprofessional situation and opinions about their fitness for work. 505 copies of a questionnaire were sent out. The next stage of researches was collecting data about the basic elements of graduates' work as teachers, i.e., observation of lessons, inquiry and analysis of school records. Analysis was carried out together with the evaluation and characteristics of pedagogical work of 107 graduates from 12 specialities. The author concludes with the analysis of difficulties of graduates' work, their attitude toward work, initiatives as well as attempts to rationalize both the organization and the system of schoolwork.

249. KAZIOR, WŁADYSŁAW: **Nauczyciele o swoim zawodzie. Z badań nad poglądami i postawami emerytowanych nauczycieli.** (Teachers about Their Profession. Opinions and Attitudes of Retired Teachers). Wyższa Szkoła Pedagogiczna in Rzeszów, Rzeszów 1974, 103 pp.

Considerations of the role and social position of teachers are based on investigations which were carried out in the years 1971 and 1972 and which embraced a sample of 380 retired teachers from secondary and elementary schools in Rzeszów Voivodship. They employed the following methods: incomplete assignment test, answers of retired teachers in the written form to 118 open and categorized questions from the questionnaire. Analysis follows of the results obtained and grouped around several problems, i.e.: 1) critical evaluation of teacher's profession including negative and positive features; 2) friendly relations in schools; 3) school youth in the eyes of ex-teachers; 4) factors conditioning promotions in profession; 6) relations between teachers and their superiors; 6) authority of teachers; 7) social work of teachers; 8) farewell to retiring teachers. The experience of subjects is included in the last chapter in the form of counsels for young teachers.

250. KOŻUCHOWSKI, LESZEK: **Z badań nad psychospołecznymi czynnikami wyboru studiów pedagogicznych.** (Research on Psychosocial Factors of Choosing Pedagogical Studies). *Dydaktyka Szkoły Wyższej* 1974, No. 3, pp. 85–105.

The article reports on the research whose purpose was to determine psychosocial factors of choice of pedagogical studies as well as to verify the hypothesis about dependencies between the type of motivation and the level of educational attainment together with the identification with a profession. The investigations embraced a sample of 200 graduates in pedagogy from the Mickiewicz University in Poznań (18 age-groups) and graduates from the Kopernik University in Toruń (3 age-groups). In order to collect such data as: sex, social origin, type of completed secondary school, local environment, probable employment before studies, average of secondary school final examination marks as well as average of marks during studies — the technique of analysis of personal records kept in deaneries was employed. The problem of motives and reasons for the decision to choose pedagogical studies was investigated through the technique of in-depth direct interview and questionnaire of post inquiry. The results of the analysis helped to determine psychosocial factors of the choice of studies and to get an insight into their origin as well as their mechanism. Moreover, the results confirmed the hypothesis about dependencies between the type of motivation for studies, the level of educational attainment and the identification with a profession, a stronger connection being noted in the case of students' career than the satisfaction with a profession.

251. KRAWCEWICZ, STANISŁAW: **Kształcenie i doskonalenie nauczycieli. Problemy i tendencje.** (Education and Vocational Improvement of Teachers. Problems and Tendencies). Książka i Wiedza, Warszawa 1974, 157 pp.

The book deals with one of the basic problems of the modern school system which is education and vocational improvement of teachers. Main attention is given to the analysis of forms of education and improvement of teachers. Finally, the author proposes postulates and elements of program-organizational structure of permanent training of educational staff. Considerations follow of the role and model of the teacher of socialist school. The author points to the changes introduced by the educational department in the field of supplementing and

expanding professional knowledge of teachers. The Institute for Training Teachers has been established, whose main task is to direct working teachers for studies, to organize postgraduate studies, preparatory and improving courses as well as advisory centers.

252. NOWACKI, TADEUSZ and NOWAK JAN: **Przygotowanie pedagogiczne nauczycieli przedmiotów zawodowych.** (Pedagogical Training of Teachers of Professional Subjects). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 235 pp.

The book discusses motives, stimuli, inhibitions and difficulties of engineers working in a vocational school. The organization and process of pedagogical training are presented as well as the increase of teachers' fitness brought about by education on the basis of analyzing teachers' behavior and their work in school. The first part elaborated by Tadeusz Nowacki contains problems concerning teachers from vocational schools, their personality, functions, training, didactic skills as well as basis of pedagogical training and raising professional qualifications. The second part written by Jan Nowak characterizes teachers from vocational schools without pedagogical training, analyzes the process of pedagogical training of teachers of professional subjects and its effects.

253. RUTKOWIAK, JOANNA: **Błędy dydaktyczne początkujących nauczycieli. Z badań nad jakością pracy dydaktycznej nauczycieli szkół podstawowych.** (Didactic Errors of the Young Men Entering the Teaching Profession. Research on the Quality of Didactic Activity of Elementary School Teachers). Ossolineum, Gdańsk 1974, 170 pp.

The publication aims at a full presentation of pedagogical problems of teacher's work from the point of view of knowledge, professional skill, methods as well as effects of work of a young man entering the teaching profession. The results of research are presented on didactic errors made by teachers beginners in elementary schools. The aim of research was to find out whether teachers beginners made errors in their didactic work, what kind of probable errors they were and whether their amount was

diminishing together with the improvement of vocational training of young teachers. In the light of the research results obtained by observation and analysis of lessons conducted by young men entering the teaching profession the greatest consideration was given to studying kinds of those errors, i.e., a) analysis of conception errors resulting from the lack of teachers' awareness of cognitive, instructive and educational values of the lesson; b) analysis of errors in conducting lessons, as well as errors made by teachers as the result of not observing the principles of teaching; errors resulting from the inappropriate choice and application of teaching methods, errors in the organization of lessons. Moreover, such dependencies are taken into consideration as: dependencies between didactic errors of subjects and the length of their vocational training period as well as the causes of making errors. Much place is devoted to the characteristics of teacher's didactic activities in their functional aspect, influence of preparation at the teachers' traning center on the choice of teaching methods, living and working conditions as well as to raising the professional qualifications and didactic errors of young men entering the teaching profession.

254. WOŁCZYK, JERZY (ed.): **Program i metody pracy inspekcji szkolnej.** (Program and Methods of Work of School Inspection). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 460 pp.

The book is a collective work. Its authors are scientific workers as well as teachers employed in school administration. Apart from the information about the activities of school inspection and postulates of educational policy, the outline is included of education and schooling achievements in the 30th anniversary of the Polish People's Republic. The next chapters (II and III) discuss the organizational structure of school inspection, rights and duties of its workers as well as forms and methods of work generally employed by them. The fourth part is wholly devoted to methods of evaluating school achievements, mainly to principles of constructing tests and results of tests. Part V deals with examples of solutions concerning the work of headmaster. Part VI contains a set of nor-

mative acts, vocabulary of terms and notions concerning the organization of school and school instruction, bibliography as well as the outline of school system in Poland.

255. WOŁOSZYN, STEFAN: **Informacje o działalności naukowo-badawczej Zespołu Kształcenia i Doskonalenia Nauczycieli w Instytucie Pedagogiki Uniwersytetu Warszawskiego.** (Information about Scientific-Research Activity of Association for Training and Raising Qualifications of Teachers in the Institute of Pedagogy of the Warsaw University). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 103–110.

The author discusses the trends of investigations carried out by the Association for Training and Raising Qualifications of Teachers in the Institute of Pedagogy of the Warsaw University, i.e.: a) historical-comparative researches on formation and historical development of teacher's profession, including the monography of distinguished and meritorious teachers and educators from different epochs and countries; b) psychopedagogical researches on teacher's personality; c) sociopedagogical researches on teachers as a social group, on teacher's status and social position as well as on processes of selection of candidates for teacher's profession; d) comparative studies concerning systems and programs of training and raising qualifications of teachers in different countries; e) studies of detailed problems pertaining to researches on effectiveness of teacher's work against the background of his didactic-educational work, on professional start of graduates from institutions training teachers, on interpersonal relations in the teacher's profession, on professional ethics of teachers, etc.

256. WOŁOSZYN, STEFAN: **Pierwszy rok pracy zawodowej pierwszych absolwentów wyższych szkół nauczycielskich. Doniesienie z badań.** (First Year of Professional Work of Graduates from Schools for Teachers. Results of Research). *Rocznik Pedagogiczny*, Vol. 2, 1972, pp. 111–122.

At the beginning of the school year 1968/1969 the first higher schools for teachers were set up as a new type of institution training teachers mainly for primary edu-

cation. These are higher vocational schools with three-year studies educating students in two specialities. The Group of Education and Improvement of Teachers in the Institute of Pedagogy in the Warsaw University carried out investigations through soundings on graduates' first year of work. The following questions were under investigation: the subjects' frame of mind, their reception in schools, adaptation in the environment, difficulties as well as their achievements and successes. Investigations embraced a sample of 79 graduates from higher schools for teachers. They proved that educational work causes the greatest trouble for young teachers, they have difficulties in contacts with pupils as well as in distribution of teaching material. The lack of cooperation was stated with other teachers and bad climate of mutual relations in teachers' groups. Social and cultural-educational work of young teachers is a rare phenomenon, interest is lacking in social and political organizations. They have little time, prepare themselves for lessons and increase their knowledge to get a bachelor's degree. In comparison with graduates from pedagogical secondary schools and studies for teachers, the group under investigation is more mature, aware of its role and tasks, making greater demands in relation to themselves as well as to others.

257. ZAWADZKA, ELŻBIETA (ed.): **Przeszkody i niepowodzenia w studiach nauczycieli pracujących.** (Obstacles and Failures in Studies for Working Teachers). PWN, Warszawa 1974, 265 pp.

The book consists of two parts. In Part I, E. Zawadzka — on the example of teachers of Polish language studying in the former Higher Pedagogical School in Gdańsk — analyzes the following problems: 1) individual characteristics and living conditions of working students which increase the possibilities of failures in studies; 2) difficulties which they encounter during studies; 3) giving up extramural studies as well as efficiency and failures in studies during the whole educational process. The author's investigations embraced 567 teachers in extramural studies. This part of considerations is closed by bibliography. The second part of the book consists of three papers discussing several factors which constitute the

main obstacle in extramural studies. These are works by R. Dobrowolski and B. Majeski on the students' time devoted to individual studies outside university hours as well as on the time of students working in the country devoted to occupations during the examination session. M. Wiśniewski — on the example of teachers from a typical agricultural region — presents sanitary conditions of teachers during extramural studies. The last article of the publication describes the development of higher extramural studies for teachers in the Polish People's Republic.

258. ŻEBROWSKI, JAN: **Kształcenie i sytuacja zawodowa pedagogów. Na przykładzie badań absolwentów kierunku pedagogiki WSP w Gdańsku.** (Training and Vocational Situation of Educators. Research on Graduates of Higher Pedagogical School in Gdańsk). PWN, Warszawa 1974, 256 pp.

The work aims at summing up research on formation and vocational career of graduates of Higher Pedagogical School in Gdańsk. Investigations embraced a sample of 323 subjects of Higher Pedagogical School graduating in the years 1961–1970. The graduates who finished daily, evening and extramural studies were examined by means of questionnaires and interviews. The aim of research was to answer questions concerning: 1) means of training educators admitted to higher schools after finishing the Teachers' Training College; 2) influence of education on the level of educational and didactic activity; 3) evaluation of graduates' own work and suggestions of improvement of pedagogical education based on the experience gained so far; 4) social mechanism of administering teaching staff and evaluation of its employment.

259. ŻECHOWSKA, BARBARA: **Aspiracje i oczekiwania zawodowe kandydatów na nauczycieli.** (Aspirations and Professional Expectations of Candidates for Teachers). *Dydaktyka Szkoły Wyższej* 1974, No. 3, pp. 107–129.

Group researches are discussed on professional fitness of potential teachers. They were carried out in 1972 in the Higher School for Teachers in Słupsk on a sample of 500

candidates for university studies. The community under investigation is characterized in respect of the following features: sex, social, environmental and territorial origin. The correlation is pointed out between these features and kind of studied aspirations and expectations. The answers of subjects to 4 open questions of the inquiry were the basis for the analysis of aspirations and expectations. Seven groups were selected among different kinds of aspirations connected with the prospective profession, i.e.: 1) aspirations and expectations connected with professional qualifications; 2) with didactic-educational influence on prospective pupils; 3) with expected personal and professional successes; 4) with living conditions; 5) with demands toward oneself; 6) with the environment of prospective work; and 7) other aspirations classified in preceding groups.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI.1. PRESCHOOL

260. DUDZIŃSKA, IRENA (ed.): **Metodyka wychowania w przedszkolu.** (Methods of Education in the Kindergarten). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 310 pp.

Problems are discussed concerning forms and methods of work in the kindergarten. The whole of the material is included in three separate books, two of them being now elaborated. The first part contains two sections. The first section comprises the introduction to the problem as well as detailed description of the basic forms of children's activities, i.e.: games, other occupations, work, walks, excursions as well as participation in entertainments organized by the kindergarten. The summing-up of all these considerations is the analysis of relations with children — both in individual and group contacts — during the control of their development. The second section deals with the main problems pertaining to wholesome education in the kindergarten. Less attention is devoted to physical

exercises because their methodology is worked out in a separate book. Each chapter is followed by exercises and control topics.

261. KWIATKOWSKA, MARIA: **Wychowanie przedszkolne.** (Kindergarten Education). *Nowa Szkoła* 1974, No. 7/8, pp. 8–9.

The reform of education has set new tasks before kindergarten education, considering kindergarten as an indispensable link of the national education and laying the foundations of gradual universality of kindergarten education. The author presents the most important trends of works concerning the improvement of organizations, programs and methods of kindergarten education as well as the network of kindergartens and kindergarten centers in the Polish People's Republic (incomplete form of kindergarten education assigned to 6-year-old children). Main attention is given to the reform of educational system and raising qualifications of teachers as well as to setting up of special sections in scientific institutes of the Department of Education dealing with these problems. Teachers from kindergartens have been granted the same rights as teachers of other specialities. Prestige as well as attraction of teacher's profession have increased.

262. SAWICKA, ANTONINA: **Współpraca przedszkola z rodzicami.** (Cooperation between Kindergartens and Parents). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 215 pp.

The author discusses the main contents and forms of cooperation between kindergartens and parents as well as the influence of education and schooling institutions on the environment in which they are situated. Apart from methodical-organizational problems, the theoretical knowledge is presented concerning selected pedagogical and psychological questions. It motivates the activity of teachers in kindergartens. The successive chapters are devoted to the following problems: role of the family in forming the child's personality, cooperation between teachers in kindergartens and parents, role of parent-teacher association — in the process of cooperation between parents and teachers, as well as the significance

of familiarizing parents with problems of education and schooling institutions. Films, selected books and articles from the periodical "Education in Kindergarten" are included being auxiliary means of cooperation with parents.

263. WALCZYNA, JADWIGA: **Nowe poglądy na zadania i organizację wychowania przedszkolnego i nauczania początkowego.** (New Views on Tasks and Organization of Preschool and Early Education). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 75–86.

The author characterizes the main sources of changes in view of contemporary tasks of kindergartens and the first years of school education as well as presents a conception of modernization of kindergartens and elementary education. The main postulates of this conception are: 1) generalization of kindergarten education and incorporating it in the school system (to ensure children from all the environments an equal start at school); 2) necessity of uniting the elementary education with the next step of a primary school (a difference between the level of elementary education and the next step of a primary school is the cause of many school failures of a pupil); 3) necessity of combining the educational and training activity of the kindergarten and the primary school with the system of education in the family and parallel instruction (in the closest local environment). Moreover, a new interpretation is presented of the function of the kindergarten and education in the first classes as well as tutelar, educational and cognitive functions. An equal treatment of all these functions is the fundamental condition of a many-sided development of the child's personality.

VI.2. PRIMARY

264. KOŚ, MARIA: **Trafność badania dojrzałości szkolnej dzieci w ramach poszerzonego zapisu do klasy I w oparciu o własne badania.** (Research on School Maturity of Children, Recruitment Grade I. On the Basis of Own Research). *Ruch Pedagogiczny* 1974, No. 4, pp. 556–563.

The article deals with the notion and elements of school maturity, taking into consideration physical, emotional-social and mental development of the child. The basis for defining the degree of school maturity of the child was: a) in respect of physical maturity — estimation of the state of health, functioning of sensory organs, resistance to illnesses and tiredness, manual movement competence consisting in aural-visual coordination; b) in respect of emotional-social maturity — degree of self-dependence, resource, facility in making social contacts, discipline and control of emotional reactions; c) mental maturity — the level of cognitive activity of the child as well as the level of his speech and thinking, capacity for expression; d) maturity to read and write — ability to make the analysis as well as audiovisual synthesis. The author carried out research on the accuracy of school maturity test elaborated by B. Wilgocka-Okoń. Comparison of results obtained from B. Wilgocka-Okoń's school maturity test with the results obtained in the annual classification for the first year of education enabled to carry out investigations on a sample of about 50 grade I pupils in two different social environments: district towns and country of agricultural character in the school year 1972/1973. To count the ratio of correlation of results from the classification of grade I pupils to results of research on the school maturity test the author employed Spearman's method.

265. KULA, KRYSTYNA: **Próba wyrównania rozwoju dzieci z niepełną dojrzałością szkolną.** (Attempt at Leveling Development of Children with Incomplete School Maturity). *Psychologia Wychowawcza* 1974, No. 4, pp. 500–509.

Experimental investigations are discussed which aimed at leveling development retardations of children entering school. In order to fix the degree of children's school maturity 1079 seven-year-olds were examined by means of tests half a year before entering school. On the basis of the investigations, the subjects were divided into two groups. The first group embraced the children who did not meet the requirements of school maturity. The second group comprised children who were recognized to be mature enough to take up their education. Reeducational

work on the leveling of development retardations was carried out for two years. The second group was a control one. In both experimental and control groups the following problems were under investigation: state of health, speech disturbances, deviation in lateralization, level of aural-visual analysis and synthesis, deviations of the dynamic of the nervous system as well as school maturity. Moreover, in the experimental group the activity and social maturity of children at the beginning of grade I and after one and a half-year education were examined as well as the state of development retardations at the time of children's entering school, and after one and a half-year education as well as disturbances in the functioning of nervous processes during the reeducation of children.

266. LECH, KONSTANTY: **Nauczanie wychowujące w praktyce szkolnej.** (Education in School Practice). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 160 pp.

The publication is a continuation of the author's earlier works devoted to the system of education. It bases on many-sided investigations carried out in a mass pedagogical experiment on the modernization in practice of the educational system in Polish schools. It presents conceptions of education and schooling corresponding to the up-to-date needs and conditions. Education is considered to be in an integrated connection with teaching as a process taking part during the fulfillment of definite tasks. The question connected with the modernization of schoolwork as well as the system of education and schooling are subordinated to the basic principles of modern organization of life and work of pupils, i.e.: principle of humanization, cooperation, orderliness, order, economy as well as of rationalization. Their task — according to K. Lech — is to ensure the educational and training function. The first principle discussed in the publication is that of rationalization in connection with the practical behavior of pupils together with their school and out-of-school activity. Next, the principle of economy is considered referring to the system of developing pupils' way of thinking with the emphasis on the role of the basic methods and elements of programmed instruction in this system. Envi-

ronment is characterized as a field of acquiring knowledge and developing cognitive activity of pupils (principle of cooperation). The problem of a pupil is analyzed as a subject of his own work (principles of humanization) as well as practice of training in the system of development of pupils' way of thinking (principle of discipline). The publication also contains chapters concerning means of preparing schedules of material as well as planning lessons and examples of lessons in the system of developing pupils' way of thinking.

267. MUSZYŃSKA, ŁUCJA: **Integralne wychowanie i nauczanie w klasach I–III.** (Integral Education in Grades I–III). PWN, Warszawa 1974, 175 pp.

The article presents an analysis of instructions concerning the development of educational and instructive processes as well as their integration through organizing many-sided activities in the life of children and acquainting them with different social roles. Promotion of education and schooling in lower classes demands specific forms and methods adapted to psychophysical possibilities of children. Methodical suggestions are put forward for consideration aiming at providing the means of normal formation of child's personality. The discussed system of work in lower classes, consisting in the attainment of both educational and schooling objectives, assumes the homogeneous organization of different elements of life in lower classes, i.e.; group activities, community life, contacts with social environment, administering the common property as well as planning and fulfilling group tasks. The article aims at revealing directives, organization and principles of education and schooling in lower classes. Attention is given to organizing life in lower classes as some age groups. Emphasis is also given to the work of teachers, form masters and appointed tutors as well as to their cooperation with children's parents.

268. TREMPAŁA, EDMUND: **Wychowanie w środowisku szkoły.** (Education in School Environment). Wyższa Szkoła Nauczycielska in Bydgoszcz, Bydgoszcz, 1974, 247 pp.

The publication aims at presenting possibilities and means of integrated organization of effective educational activities in school with the maximum activation of environmental social forces as well as the employment of appropriate forms of work. Considerations are based on the diagnostic investigations (interview, observation, analysis of documents) carried out in the years 1968–1978 and on the analysis of Polish and foreign literature. The investigations embraced a sample of 456 schools in different parts of the country as well as 2286 teachers and educators concentrating mainly on the environments of separate elementary schools in great cities. The following problems are discussed: 1) degree to which a school region is suitable for the planned educational activity integrated with the whole of school pedagogical work; 2) out-of-school institutions functioning in the region of an elementary school which can participate in the planned process of education in the environment; 3) mutual cooperation of separate institutions in selected school regions; 4) educational activity of collective social forces in a school region; 5) environmental educators and their contribution to education, 6) environmental educators' motives in their work; 7) difficulties of out-of-school education; 8) school as a concentration of social forces in a local environment; 9) division of educational institutions into leading, helping and accepting, aiming at facilitating the united activity in the environment; 10) forms of work guaranteeing a desired state of education in a school region. Conclusions are drawn concerning the organization of a modern secondary school which should not only provide pupils with knowledge but also be a center of cultural life, physical training, recreation and care for children as well, i.e., a school fully open for the environment.

269. WASYLKOWSKA, KSENIA: **Czynniki determinujące pełnienie społecznej roli ucznia.** (Factors Determining the Social Role of Pupils). PWN, Wrocław 1974, 161 pp.

The analysis and description of the social role of pupils as well as defining incompatibility between the role performed and the role planned of the pupil are based on investigations carried out in three elementary schools of Wroc-

ław in the school year 1970/1971. They had the character of soundings. Pupils from nine classes constituted the community whose behavior and attitudes helped the author to formulate opinions verifying hypotheses in the introductory chapters (I, II). These chapters attempt at determining the social role from the point of view of tasks of moral-social education. They also aim at elaborating homogeneous terminology. Methodological postulates as well as the description of research methods and techniques employed in gathering of empirical material are included in chapter III. Chapters IV, V, VI present the results of investigations aiming at verifying labor hypothesis. In the last chapter the author discusses some conclusions drawn from the investigations having the character of definite pedagogical postulates.

270. WIĘCKOWSKI, RYSZARD: **Nauczanie początkowe jako dziedzina wiedzy pedagogicznej.** (Primary Education as a Field of Pedagogical Knowledge). *Ruch Pedagogiczny* 1974, No. 4, pp. 477–495.

The article deals with the peculiarity of initial stage concerning pupils education as a separate field of pedagogical knowledge, citing opinions of Polish psychologists and pedagogs. In the new organizational model of 10-year secondary school two stages of education have been distinguished: primary education and systematical education. A comparison is made of didactic-educational work between the stages of education mentioned which is one of forms aiming at defining the peculiarity of primary education. After the analysis of psychological and didactic aspects of the peculiarity of primary education, the author suggests in primary education a system of educational-didactic tasks of hierarchical character, i.e.: tutelar-educational, cognitive and efficiency. In systematical education, an emphasis is put on educational efficiency and cognitive tasks. A separate system of educational-didactic tasks is one of the basic elements defining the character of teacher's work with pupils in primary education in relation to systematical education. A thorough presentation follows of assumptions, function as well as of realization of educational-didactic tasks in primary education.

271. WOŁCZYK, JERZY: **Zbiorcza szkoła gminna.** (Collective District School). Książka i Wiedza, Waszawa 1974, 128 pp.

The publication presents the origin and general principle of functioning of the new form of education and schooling organization in the country since 1973, i.e., collective district schools. A discussion follows of both the role of collective district schools in the whole system of national education and the role of these schools in the rural environment. Consideration is given to the main conditions to be fulfilled so that collective district schools should become entirely environmental. The most important are the ties between school and pupils' parents as well as social organizations and institutions active in the country. General information is included about programs of learning as well as the collection of documents concerning the organization of collective district schools.

VI.3. SECONDARY

272. DĄBROWSKI, ZYGMUNT and WĘGRZYNOWICZ, JACEK: **Wychowanie techniczne w klasie I liceum.** (Technical Education in Grade I of Secondary School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 142 pp.

The book is of methodical character. It discusses many problems concerning technical education in grade I of secondary school, emphasizing the possibilities of carrying out various technical tasks. The publication is divided into three parts. In the first part the presentation is given of the examples of work on plans and realization of tasks as well as of tasks to be carried out in studies of technical education. Part II contains the encyclopaedic outline of knowledge comprising elementary technical notions, organization of production process, mechanics as well as electrotechnics. Tables, technical data and technical instructions are included in part III, helping to solve technological and construction problems.

273. GALA, STEFAN: **Przyczyny ubytku szkolnego w liceum ogólnokształcącym oraz losy młodzieży przerywającej naukę.** (Reasons for Increase of Failures in General Secondary Schools and Lot

of Adolescents Interrupting Learning). *Roczniki Komisji Nauk Pedagogicznych*, Vol. 18, 1974, pp. 21–36.

The article aims at reconstructing the causes of untimely resignation of adolescents from learning in general secondary schools as well as at describing their further lot. Investigations whose results are presented in the article were carried out in Nowa Huta in 1969. They embraced adolescents who gave up learning in one of the general secondary schools in the year 1966/1967. The following methods were employed to gather material: analysis of school records, interviews with teachers, interviews with ex-pupils who had interrupted learning. The analysis of research concerning only one year has not let the author draw far-reaching conclusions. It confirms, however, certain regularities of the increase of failures, i.e.: 1) the phenomenon of interruption of learning in general secondary school before completing it is brought about mainly by failures in learning; 2) adolescents interrupting their studies in one school, resume them — after some time — in another school, increasing the number of pupils retarded in learning.

274. JASTRZĄB-MROZICKA, MIROSŁAWA and PAPROCKA, ALEKSANDRA: **Szanse kształcenia w świetle losów i opinii młodzieży. Komunikat z badań.** (Chances of Education in the Light of Lot and Opinions of Adolescents. Report on Research). PWN, Warszawa 1973, 65 pp.

The publication contains a report on the research in the form of discussion of results of the questionnaire prepared in 1972 for the readers of "Sztandar Młodych" by the editorial office of the magazine and the International Institute of Research on Higher Schooling. 814 questionnaires and inquiries filled in by adolescents from all Poland were employed as well as about 300 additional letters. On the basis of collected material, the community answering to the inquiry is characterized taking into consideration the following features: dwelling place, place of graduation, type of school, education, father's profession as well as the present occupation (profession) of the subjects. Problems are analyzed of passing from elementary

to secondary school, aims to take up higher studies as well as possibilities of admission to higher studies according to the subjects' opinions.

275. JUNDZIŁŁ, IRENA: **Aktywizacja wychowawcza młodzieży.** (Educational Activation of Adolescents). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 351 pp.

The book discusses various determinants pertaining to the process of self-instruction of adolescents. Considerations included in the work are of interdisciplinary character. Pedagogical, psychological, sociological and economic factors influencing the educational activation of adolescents are discussed as well. The introductory chapter is devoted to the survey of problems of self-instruction from the historical point of view. The remaining chapters concern interdependencies between educational process and various aspects of contemporary social development. Apart from general considerations of the problem of educational activation, a great number of references have been made to research carried out through questionnaires and interviews on a sample of 676 subjects from general secondary and vocational schools. The research answers the question: what are the aspirations of adolescents, their understanding of the surrounding world, how they see their role in the society, etc. Investigations lasted two years in connection with the work of teachers on educational activation of pupils.

276. JUNDZIŁŁ, IRENA: **Stosunek młodzieży do samowychowania.** (Attitude of Youth Toward Self-Education). *Nauczyciel i Wychowanie* 1974, No. 3, pp. 33–43.

The publication deals with the attitude of youth from over-elementary schools toward problems of self-education on the basis of abundant research material gathered by the author by means of inquiries, questionnaires, the author's observations and opinions of 676 boys and girls from different types of schools. The subjects' aims and life are described in the introduction as well as their values; the other problems are concerned with: a) reflections on oneself; b) man's character in the opinion of

youth; c) work upon oneself as well as forms of gaining knowledge about oneself; d) forms of pupils' self-educational work; e) who taught self-educational work to youngsters; f) youth's emotional attitude toward their work and behavior; g) subjects' problems and difficulties connected with self-education.

277. KOMOROWSKA, HANNA: **Testy w nauczaniu języków obcych.** (Tests in Foreign Language Teaching). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 230 pp.

The author discusses the problems of control and evaluation in the system of foreign language teaching. Stress is given to techniques of constructing exercises in tests concerning both control of the command of language elements and degree of mastery of particular language skills. Forms of control presented are arranged according to the degree of their difficulties for the pupil starting from the earliest stage of learning to the stage of good command of a foreign language. Separate techniques of control are illustrated with numerous examples in English, French and German. Moreover, the book contains a series of lexical, syntactic and efficiency tests adjusted to the program of teaching English in general secondary schools.

278. KRYSIŃSKI, JÓZEF (ed.): **Praca z młodzieżą uzdolnioną.** (Work with Able Adolescents). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 113 pp.

The article contains a report on the conference devoted to the problem of work with able adolescents which took place on June 7, 1973 in the Ministry of Education and Schooling. Debates were presided over by the first deputy of the Minister of Education and Schooling, Doc. Dr. Jerzy Wołczyk. The material prepared by the Institute of Research on Adolescents as well as reports by Dr. Stefania Słyszowa and Dr. Marian Rataj were the basis for discussion. They attempted to sum up such problems as: a) views of modern science of the origin, dynamic of development as well as investigation of abilities; b) experience of some countries in the field of education of able youth; c) results of the hitherto researches on able adolescents; d) experience of Polish practicians in the field

of development and training of abilities; e) suggestions concerning education of exceptionally able adolescents. Stefania Słyszowa presented in her report the state of research on the problem of work with able adolescents; Marian Rataj discussed the direction of pedagogical activity in the field of work with an able pupil.

279. KUPISIEWICZ, CZESŁAW: **O zapobieganiu drugoroczności.** (Prevention of Repetitiveness). 2nd ed. Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 271 pp.

The publication analyzes the complex of causes, effects as well as methods of overcoming one of the main forms of didactic failures, i.e., repetitiveness. The author concentrates mainly on didactic causes of repetitiveness and didactic methods of preventing this occurrence. Teacher's work is discussed with pupils and presentation is given on the basis of research carried out in Poland, on the most important causes of repetitiveness dependent of the teacher and the complex of causes independent of him. A separate chapter is devoted to means of improvement of teachers as far as prevention of repetitiveness is concerned. Due attention is also given to socioeconomic conditioning and biopsychical occurrence of repetitiveness as well as to discussion of forms of tutelar authority over pupils retarded in their development both in schools and out-of-school environment. Statistical data refer to the years 1958–1971.

280. KWIECIŃSKI, ZBIGNIEW: **Środowisko a losy szkolne i poziom umysłowy młodzieży na progu szkolnictwa ponadpodstawowego.** (Environment and Mental Level of Adolescents Entering Postprimary Education). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 135–153.

The analysis presented of selective processes at the beginning of education in elementary schools of all types is based on the results drawn from the local investigations carried out in the first classes of all the postprimary schools in two regions of Toruń and Wrocław (7708 pupils, 229 grades) in 1972 (region = district town and district). The investigations embraced a system of silent reading

with the comprehension of Thorndike and Foshay collecting basic information about pupil, his family and elementary school. They were carried out through several inquiries. The analysis of research results richly illustrated with statistical data was made comparatively. The results of research carried out one year before in the same regions among all the pupils of the last grades of elementary schools serve as the background for considerations. In the light of results obtained the author considers the problem of extent and effect of the environmental influence on the school lot of adolescents. Thus, the mental level is characterized of pupils from various types of schools in the light of educational attainment. References are made to the problem of dependence of pupils' mental level on such factors as: place of residence, social origin, education of parents as well as type of school.

281. MACIASZEK, MAKSYMILIAN: **Tendencje rozwojowe szkoły ogólnokształcącej w okresie XXX-lecia PRL.** (Development of General Secondary School during 30 Years of Polish People's Republic). *Nauczyciel i Wychowanie* 1974, No. 6, pp. 15–25.

The article contains statistical information illustrating war casualties among teachers in Poland and the extent of illiteracy. The author's considerations deal mainly with transformations in ideological basis of schoolwork, in education and schooling as well as with ideological-political and organizational assumptions of school reform contained in the Act from July 15, 1961 about the development of the system of education and schooling in the Polish People's Republic. Eight-grade elementary schools were introduced, curricula were modernized, investigations were carried out on pupil's overwork. The considerations follow of prospects of development of general secondary schools as well as of trends of scientific research in this field.

282. NIEBRZYDOWSKI, LEON: **Czynniki wpływające na kształtowanie się samooceny u dzieci i młodzieży.** (Factors Influencing Formation of Self-Appraisal in Children and Adolescents). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 167–179.

The author describes self-appraisal as a set of judgements and opinions about one's own physical and psychical features. Self-appraisal as well as factors forming it differ according to the level of development. These factors may be divided into anatomical-physiological and psychosocial, i.e.: abilities, experience, environment, education, level of culture, etc. The author analyzes psychosocial factors conditioning the formation of self-appraisal in children and adolescents. The following factors are taken into consideration: 1) judgements and opinions about an individual; 2) successes and failures; 3) comparing oneself with patterns of personalities; 4) socioeconomic status of parents; 5) parents' education and their popularity in their place of residence. The results of investigations carried out by means of "questionnaire of self-appraisal" on a sample of 352 grade V-VIII elementary school pupils and their parents constituted the basis of the analysis.

283. PALKA, STANISŁAW: **Organizacja materiału nauczania na lekcji w szkole średniej.** (Organization of Teaching Material during the Secondary School Lesson). *Roczniki Komisji Nauk Pedagogicznych,* Vol. 18, 1974, pp. 5–20.

The problem of organization of teaching material in a secondary school is presented and analyzed in the article as well as its influence on pupils' achievements in the work during the lesson. Attention is also given to some methods and conceptions concerning the organization of teaching contents by the teacher, i.e: structural, chronological, functional and cause-and-effect organization. The author bases his considerations on Polish, Russian, American and German publications of pedagogs and psychologists, employing their research results in this field. The analysis of organization of teaching material is confined to that one appearing with the employment of catechetic methods, i.e., in the process of memorizing ready contents by the pupils. The author points to the fact that the organization of teaching material as well as of the activities of both teachers and pupils depend on the kind of problem to be solved during the lesson.

284. PYŻUK, MIRA: **Rozwój dziecka a wrażliwość na czynniki środowiska. Międzynarodowy program biologiczny.** (Development of a Child and Sensibility to Environmental Factors. International Biological Program). PWN, Warszawa 1974, 100 pp.

The results presented in the publication are based on part-time research of healthy children born in 1950, 1954, 1958, 1962. The research was carried out in the years 1964–1967 in biographical and socioeconomic respect in three different regions of Poland: at the seaside — Hel peninsula, in the mountains — Pieniny, and in the city — Warsaw, always in the same month (July), and always in the forenoon hours in order to eliminate day and night's fluctuations as well as seasonal variability in the development of an organism. On the basis of investigated somatic features, the level of physical development was defined. Employing the monograph of Dubois Body Surface Chart, the surface of the body (BS) was estimated from its height and weight. Functional properties of the respiratory organs were examined by means of Koziorowski's and Navratil's methods. The properties of the circulatory system were defined by measuring the pulse rate as well as the arterial pressure was checked by means of Korotkin's method of ausculation on the basis of which, according to Starr's model, the volume of failures ( ) and the minute capacity of the heart (Q) was estimated. To examine the concentration of hemoglobin in blood, methods employed in hematological diagnosis were used. Formation of effort efficiency was examined through methods of the modified Harvard step-test. The statistical analysis was done by means of Guilford and Wolański's method. Estimations and diagrams were made by an electronic computer ICL 1905. One of the most important conclusions drawn from the publication is a statement that the relation between the share of ecological factors and genetic ones in a differentiation of 57 features under investigation shows separate areas for: 1) adipose tissue; 2) properties of the respiratory organs and the chest; 3) properties of the circulatory system at rest, blood as well as dimensions and mass of the body. Another very significant problem is that the properties of the circulatory system after work are determined by other ecological and

genetic factors than while being at rest. The third conclusion is a difference of ecosensitivity of separate features. The fourth conclusion — a degree of ecosensitivity after work increases for the pulse pressure and the spasmodic blood pressure whereas it decreases for the minute capacity of the heart, the diastolic blood pressure and the pulse frequency.

285. RATAJ, MARIAN: **Kształcenie młodzieży uzdolnionej.** (Education of Able Youth). *Nauczyciel i Wychowanie* 1974, No. 4, pp. 39–45.

The publication discusses prognostics connected with the development and improvement of the system of finding and educating able pupils. The hitherto activities of schooling in respect of work with able pupils comprise: forming programs of education, enriching contents of programs, satisfying pupil's interests as well as rousing the activity and motivations with regard to education. In order to develop pupils' abilities, sections were organized in the years 1962–1963 with an expanded program of foreign language teaching, and in the years 1967–1968 — sections with an expanded program of teaching mathematics and physics, recently chemistry as well. Satisfaction of cognitive, artistic, technical and sports interests is rendered possible by clubs of interests, subjects' contests as well as artistic, technical and language competitions organized on the initiative of scientific societies, associations of writers and artists, radio and television. Researches on the problem of abilities concentrate on: essence and type of abilities, psychophysical and social conditioning of the development of abilities in life, methods of finding and criteria of classification of abilities, possibilities of developmental acceleration of abilities as well as methods of educating abilities and their effectiveness. There will be greater possibilities of an effective work with able pupils when education at a secondary level becomes universal. The plan for the years 1980–1985 takes into account: 1) introducing a modern program of facultative lessons in 10-year general secondary school; 2) preparing an individual program in order to train exceptionally able

pupils; 3) preparing effective methods of selecting 10-year school graduates for 2-year special schools, vocational and higher schools basing on abilities, interests as well as individual capabilities revealed during investigations.

286. ROMANOWSKI, JÓZEF: **Rozwój fizyczny a środowisko społeczne. Z badań młodzieży szkół koszalińskich.** (Physical Development and Social Environment. Research on Adolescents from Schools in Koszalin). Koszaliński Ośrodek Naukowo-Badawczy, Koszalin 1974, 138 pp.

The publication presents the results of investigations carried out in November 1969 by physical training specialists in various types of postprimary schools in Koszalin. The investigations embraced a sample of 4655 14–19-year-old adolescents. Anthropometric and agility investigations were carried out during lessons of physical training and in medical wards. Physical fitness has been defined by means of tests of L. Denisiuk and others. The material has been elaborated by a statistical method according to J. Czekanowski, M. Godycki and J. P. Guilford. The following conclusions have been drawn on the basis of investigations: 1) physical development of adolescents from Koszalin is subject to general ontogenetic changes; 2) adolescents are well developed physically, but a distinct differentiation concerning physical development may be observed in those representing particular social environments; 3) adolescents recruiting from clerical environment and "other professions" are characterized by the greatest physical fitness. The lower general physical fitness distinguishes adolescents from workers' environment, whereas adolescents from peasants' environment have the lowest physical fitness; 4) social factors and long-lasting environmental influences determine the development of physical fitness.

287. SZYMAŃSKI, MIROSŁAW: **Problemy doboru młodzieży do szkół ponadpodstawowych.** (Recruitment of Adolescents to Postprimary Schools), *Studia Pedagogiczne*, Vol. 32, 1974, pp. 155–163.

The article deals with the problem of differentiation of educational prospects of adolescents during the recruitment to general secondary and vocational schools. Researches on the recruitment to postprimary schools were carried out in three districts: Piotrków Trybunalski, Łuków and Mława. They embraced a sample of 25 schools (10 general secondary schools, 6 technical schools, 5 vocational high schools and 4 general vocational schools) and 2393 candidates. The author concentrates on the problem of sources and recruitment of candidates to various schools in different environments (regions in which researches were carried out are different in character: Mława and Łuków are typical agricultural regions, whereas Piotrków Trybunalski is an industrialized and urbanized region). Much attention is given to the analysis of selective function of entrance examinations.

288. SZYSZKO-BOHUSZ, ANDRZEJ: **Dojazdy młodzieży do szkół.** (Transport of Adolescents to School). PWN, Kraków 1974, 31 pp.

The article deals with the problem of social start in life of adolescents and its connection with transport of pupils to schools as one of the factors determining this start. Detailed characteristics of transport of adolescents to schools are based on statistical data collected by the Main Statistical Office. Materials for analyzing the influence of transport on pupils' behavior and progress in learning were provided by the investigations carried out in Cracow in the school year 1963/1964 and interpreted by the author in his treatise entitled "Influence of School Transport on Behavior and Progress in Learning of Adolescents." Investigations embraced a sample of 5 secondary schools and 2 vocational schools comprising 3814 adolescents, in this number 497 pupils coming from the suburbs. The results of the investigations confirmed the hypothesis about the negative influence of school transport on the condition of health, behavior as well as on progress in learning. However, it cannot be referred to all the commuting students. The investigations also proved that school transport, especially long-lasting and in bad conditions is one of the most important factors causing difficulties in the normal didactic-educational process.

289. TYSZKOWA, MARIA and SZAMBELAN, KRYSTYNA: **Samoocena uczniów w wieku dorastania i ich pozycja społeczna w grupie rówieśniczej.** (Self-Evaluation of Pupils in the Period of Adolescence and Their Social Position in the Group of Young People of the Same Age). *Psychologia Wychowawcza* 1974, No. 4, pp. 417–431.

The authors discuss the problem of a relationship between self-evaluation and position of an adolescent in the group of young people of the same age which is a school class. The following dependencies have been investigated: 1) a connection between the level of self-evaluation and social position of adolescents in class groups; 2) dependence between the level of self-evaluation and social position in the group of young people of the same age which is determined by the age of a subject; 3) subjects' orientation in their own social positions in the group depending on the rise of those positions and the level of self-evaluations as well as the orientation in cases of incompatibility between self-evaluation and group position. Investigations embraced 75 pupils aged 14–15 and 17–18. The following research techniques were employed: sociometric tests, plebiscite of kindness and dislike, controlled conversation as well as questionnaire concerning research on self-evaluation and a scale of self-evaluation comprising such features as: social activity, character, intellect, social attractiveness as well as interpersonal attitudes.

VI.4. VOCATIONAL

290. BAŚCIK, STEFAN: **Wybór zawodu a szkoła.** (Choice of Profession and School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 200 pp.

The problem is presented of professional orientation, contemporary tendencies, forms and methods of orientation work in Polish schools as well as social conditioning of the choice of profession by adolescents. Considerations base on the investigations carried out in elementary schools in different regions of Poland in the years 1969–1973. The results of empirical research are preceded by theoretical considerations in which problems of character

are analyzed of professional work in the present civilization and tendencies connected with it in vocational training of adolescents, criteria of choice of profession, modern conceptions of professional orientation, tendencies in its organization and methods of realization as well as directives of educational authorities and instruction of district educational-vocational advisory center. The author interprets the results of research by characterizing the orientation work in elementary schools under investigation. The analysis follows of the effectiveness of orientation work of these schools as well as of social conditioning of choosing profession and school by adolescents. Conclusions drawn from the research are presented in the form of suggestions for schools.

291. GODLEWSKI, MICHAŁ: **Szkolnictwo zawodowe w perspektywie reformy szkolnej.** (Vocational Schooling and School Reform). *Ruch Pedagogiczny* 1974, No. 5, pp. 628–638.

Perspective possibilities are presented of the development and increase of effectiveness of vocational schooling based on full secondary education after setting up of 10-year general secondary school. The following questions are discussed: the role of general education in the preparation of qualified staff, combining of the structure of contents of vocational schooling changes in the nomenclature of schooling professions, model prospects of vocational schooling, permanent education as well as new contents and new educational methods.

292. GONDZIK, ERWIN: **Praca z uczniem zdolnym. Z badań nad młodzieżą szkół zawodowych.** (Work with Able Student. Research on Youth from Vocational Schools). Związek Nauczycielstwa Polskiego, Katowice 1973, 64 pp.

The author characterizes able pupils in the light of last investigations, analyzes basic opinions about them as well as definitions of abilities. The opinions are also presented of parents, teachers and graduates from vocational schools concerning able students and factors determining their success in schoolwork. The publication contains many in-

teresting remarks on means of detecting able students as well as suggestions connected with forms and methods of their education. Conclusions are drawn from investigations carried out in Katowice Voivodship.

293. KAZIMIERSKI, WACŁAW: **Badania nad budową nomenklatury zawodów i metodologia jej opracowania.** (Research on Nomenclature of Professions and Methodology of Its Elaboration). *Szkoła Zawodowa* 1974, No. 7/8, pp. 31–32.

The present nomenclature of vocational schooling embraces 241 professions of qualified workers and 305 special professions at the level of a technical school. This division gives rise to negative social and economic effects, i.e.: impossibility of embracing by workers and technicians the whole of production processes of institutions as well as of replacing other workers, in case of need, on account of strictly directed theoretical knowledge as well as of practical abilities of a worker. The work on classifying and forming of broad-profile professions is conducted by the Department of Organization of Professional Schooling and Professional Knowledge of the Institute of Vocational Training. The author discusses six stages of research work on the nomenclature of vocational schooling. A new plan of schooling nomenclature has been elaborated embracing 104 professions in technical schools and 84 professions in general vocational schools. In this connection a number of manuals, teaching aids, etc. will considerably decrease. The research on broad-profile professions of workers pertaining to their needs and prospects of development until the year 2000 should be completed in 1978. The material obtained will constitute the basis for elaborating school-professional prognostics as well as for indicating such ways of vocational training of workers and technicians which will take into consideration, to the highest degree, present and perspective needs of various branches of industry, agricultural craftsmanship and services. These materials will also constitute a starting point to form a project of new nomenclature of vocational training, taking into consideration model assumptions of a new system of the national education.

294. KORABIOWSKA-NOWACKA, KAZIMIERA: **Procedura badań przydatności do pracy absolwentów szkół zawodowych.** (Research on Fitness for Work of Vocational School Graduates). Ossolineum, Wrocław 1974, 202 pp.

The book, consisting of three parts, deals with methodology of research on graduates' career and their fitness for professional work. The first part is devoted to the basis of theoretical research on fitness for work of graduates. General-methodological considerations are included concerning mainly the procedure of investigations as a methodological category. Part II presents the capacity for work considered as the problem of pedagogy of work as well as the theoretical model of research. The process of fixing indices of fitness for professional work of graduates on the basis of precisely defined postulates and hypotheses is discussed at length. The third part aims at summing up of theoretical considerations from part I and suggestions presented in part II as well as reports on investigations and procedure of research on fitness for work of graduates from textile vocational schools.

295. KOSEL, ZOFIA: **Społeczne uwarunkowania wyboru szkoły zawodowej.** (Social Conditioning of Choice of Vocational School). Instytut Wydawniczy CRZZ, Warszawa, 1974, 230 pp.

On the basis of scientific research, the author analyzes the problem of the functioning of elementary and vocational schooling as well as of social mechanisms in Poland determining the selection of adolescents completing their primary education and applying for the admission to secondary schools. This selection prevents many adolescents from continuing their education in postprimary schools, the acquisition of profession, and then getting their suitable position in society. The author also aims at explaining certain reasons for the shortage of secondary education staff in the national economy. Conclusions are drawn concerning the improvement of the situation in this field. A detailed characteristics is given of social, economic and organizational factors determining the choice of studies in postprimary schools as well as the decision to give up further studies. The investigations

were carried out in two stages. In the first stage, they embraced a sample of 594 VIII grade pupils deciding about their future; in the second stage, the same population (438 subjects) was under investigation after a year time. The investigations were carried out through questionnaires, interviews with subjects' parents, teachers and elementary schools headmasters as well as through the analysis of school records (data concerning schools, educational attainments and individual pupils).

296. KUTYMA MANFRED: **Progi życiowego sukcesu. Z badań nad wyborem szkoły i zawodu.** (On the Threshold of Career. Choice of School and Profession). PWN, Warszawa 1974, 238 pp.

The publication aims at presenting life plans and aspirations of adolescents from the region of Opole as well as problems concerning their entering a profession. The investigations embraced a sample of adolescents completing elementary and postprimary schools in this region. Data have been collected by means of questionnaires as well as inquiries (4 patterns were worked out) and supplemented with data concerning schools. Research was carried out on general living conditions of subjects, choice of profession and causes determining it, choice of school as well as further studies, migration plans and outlook on life. The article contains two parts: historical-descriptive and analytical. The introduction and theoretical considerations are followed by the presentation of reasons for differences among living conditions of population as well as of the extent of education of adolescents in Opole Voivodship. Consideration is also given to the main stages of transformations of postprimary schooling and their historical conditioning. The discussion follows of the organizational structure of schooling and trends in its development. The analytical part is introduced by demographical, sociological and pedagogical characteristics of populations under investigation, i.e.: territorial origin, age, sex, social origin as well as objective living conditions of the family. Pedagogical characteristics concern the educational attainment of terminal grade pupils in elementary schools. The value is also stressed of graduates' aspirations and wishes investigated through analyzing lists of professions. De-

cisions of graduates are also discussed concerning the choice of further studies and profession. Stress should be given to the role of individual and situational factors in making these decisions. Much attention is devoted to professional and educational likings of different groups of adolescents, their migration plans, influences of educational environments (school, home, friends) on aims in life as well as reasons for definite decisions.

297. **Modernizacja nomenklatury zawodów i specjalności szkolnictwa zawodowego oraz usprawnienie praktycznej nauki zawodu uczniów w zakładach pracy.** (Modernization of Nomenclature of Professions and Specialities of Vocational Schooling. Effectiveness of Practical Professional Training of Pupils in Institutions). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 136 pp.

The contents of the book: a) composition of the International Council for Vocational Schooling; b) the course of the third meeting of the International Council of Ministers from February 1, 1974 concerning principles of organizing practical professional training in institutions for pupils from vocational schools; d) nomenclature of professions and specialities of vocational schooling. At the meeting, the following reports were delivered: Jan Karpiński — Problems concerning new principles of organizing practical vocational training in institutions for pupils from vocational schools as well as Tadeusz Nowacki on the subject of planned changes in respect of nomenclature of professions and specialities of vocational schooling. The author sums up the discussion. Resolution follows of the international Council for Vocational Schooling adopted at the common meeting with the Council of Education and Schooling on February 14, 1974.

VI.5. HIGHER

298. ARASZKIEWICZ, WŁADYSŁAW: **Doświadczenia z działalności przygotowawczej do przyjęć na studia.** (Training for Admission for Higher Studies). *Życie Szkoły Wyższej* 1974, No. 6, pp. 43–51.

The article reports on the many-sided activity of the committee appointed to deal with the affairs of candidates for the Warsaw Engineering College. It pertains to: information and counselling, contacts with secondary schools and institutions (studies for working people), elaboration and access to auxiliary materials from examination subjects, gratuitous courses of repetitions for candidates for higher studies, organization of University extension examinations concerning the program of the first-year studies. The author presents particular methods and forms of activity of the committee which are improved every year, e.g., in respect of information and counselling, an information conference is organized for candidates for studies, parents of pupils, teachers from secondary schools as well as for representatives of institutions concerned with education of their employees, lectures are given on separate departments of the Warsaw Engineering College, talks are given in secondary schools, advisory centers for candidates are set up. In order to provide assistance for candidates preparing for entrance examinations, the committee organizes courses of repetitions, elaborates auxiliary materials which are lent to candidates gratuitously, mostly for the period of 6–8 months; as far as the cooperation of the committee with the secondary schooling is concerned, the participation is practiced of scientific-didactic workers in examinations for the secondary-school certificate as well as of representatives of secondary schools in entrance examinations in the Warsaw Engineering College.

299. ARASZKIEWICZ, FELIKS W. and LUTEREN, ROBERT: **Praca Akademii Rolniczej w Poznaniu nad systemem dydaktyczno-wychowawczym.** (Work of Academy of Agriculture in Poznań on Didactic-Educational System). *Życie Szkoły Wyższej* 1974, No. 5, pp. 15–21.

The article presents attempts of the Academy of Agriculture in Poznań to create its own didactic-educational system. The authors present both methodological foundations of the existence of this system and practical conditions of its proper functioning which were discussed and accepted by the members of the university didactic-

educational session which took place on February 9, 1974. They also deal with difficulties brought about by the problem of working methods facilitating a functional and effective realization of the worked-out system.

300. BOROWICZ, RYSZARD: **Praca studenta.** (Student's Work). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 181–195.

The subject of the writer's considerations is the system of student's schoolwork as well as its influence on repetitiveness during higher shool studies. The investigations which constitute the basis of these considerations were carried out by the Institute for the Development of Country and Agriculture of the Polish Academy of Sciences as well as by the Pedagogy Department of the Kopernik University in Toruń and embraced a sample of 692 students from 8 different university studies. In the investigations, the analysis of students' records kept in the deanery was employed as well as students' examination marks and a questionnaire on factors conditioning educational attainments. The questionnaires contained questions concerning the rhythm of students' work — the relation between the learning time during end-of-term examinations and during the whole year as well as data defining the student's participation in not obligatory occupations, e.g., in certain lectures. On the basis of the analysis of the material gathered, the author draws interesting conclusions concerned with didactics in higher schools as well as with the organization of student's self-educational process and the basic difficulties in learning conditioning the process of repetitiveness.

301. BUTTLER, ANDRZEJ: **System planowego zatrudnienia absolwentów szkół wyższych. Z badań nad skutecznością jego działania w latach 1964–1968.** (System of Planned Employment of High School Graduates. Effectiveness of This System in the Years 1964–1968). PWN, Warszawa 1974, 353 pp.

The subject of the publication is to evaluate the functioning of the system of planned employment of high school graduates from the point of view of its effectiveness. This evaluation and characteristics of living

conditions of specialists with high education in the first period of their work are included in two main parts: analytical and empirical. In the analytical part, the period is concerned between staff censuses made in the years 1958 and 1968 on the basis of statistical data of the Main Statistical Office, Ministry of Schooling and High Education as well as Board of Work and Wages. The empirical part presents the results of investigations through inquiries and questionnaires carried out in 1969. They embraced a sample of graduates from daily university studies, technical, economic, pedagogical and agricultural schools as well as those who finished their studies abroad in the years 1965 and 1966. Both in the analytical and empirical part, consideration is given to territorial aspects connected with planned employment and its effects. Changes are also discussed in the system of planned employment of graduates in the years 1969–1970. The analysis of statistical data and results of investigations enabled the author to draw conclusions and formulate postulates in which he lays special emphasis on the fact that the planned distribution of staff with high education in the national economy is conditioned not only by the proper planning and assignment of graduates to definite institutions. It is determined by the process of adaptation of graduates to the new working environment. The adaptation depends mainly on living and working conditions ensured by an institution.

302. CZEKAJOWSKI, RYSZARD: **Miejsce i rola nauk pedagogicznych w uczelni technicznej.** (Place and Role of Educational Sciences in Technological Universities). *Rocznik Nauk Pedagogicznych*, Vol. 18, 1974, pp. 53–69.

The author reports on the causes of development of educational sciences as well as of gradual introduction of educational problems into the program of studies in Polish Technological Universities. The historical outline is presented of inculcating educational sciences in technological universities through developing pedagogical studies and scientific pedagogical institutions in them. Tabular lists of the development of pedagogical studies included in the article concern two selected Polish

technological universities: Mining-Metallurgic Academy and Warsaw Technical University. Much place is devoted to considerations of certain main tasks of educational sciences as well as of forms of their realization in the didactic-educational process of technological university. Some forms of work of pedagogical institutions of technological universities should be stressed on account of place and role of educational sciences in them. These forms are: postgraduate studies in pedagogy of technological universities; postgraduate studies in pedagogy in vocational schooling; interfaculty pedagogical studies for students; and didactic lessons in "methodology of studying" as well as pedagogical subjects within programs of doctoral studies of all the technological universities.

303. DENEK, KAZIMIERZ: **Wychowanie nowoczesnego absolwenta szkoły wyższej — sesja naukowa w Poznaniu.** (Education of Present-Day Graduate from Higher School — Scientific Session in Poznań). *Dydaktyka Szkoły Wyższej* 1974, No. 3, pp. 189–196.

The article contains a report on the all-Polish session concerning the problem of educating a modern higher school graduate which was held on December 13–14, 1973 in Poznań. The session's main objective was to elaborate an outline of educational system of higher school. In the plenary reports the following problems were discussed: scientific-technical revolution and university education; organization of didactic process; conditions of forming educational system in higher school as well as trends in modernization of higher school educational process. Debates were held in sections of education and schooling of teachers as well as of education of staff for the industry.

304. GMYTRASIEWICZ, MICHAŁ: **Ekonomiczne problemy rozwoju szkolnictwa wyższego w Polsce.** (Economic Problems of Higher Schools' Development in Poland). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 87–109.

The article analyzes the problems of higher school development in Poland from the viewpoint of economic factors determining it. The author puts forward a thesis

that in the social economy the rate of staff education at a higher level — together with sociocultural factors — is determined by two economic factors: 1) staff needs of the national economy and 2) educational capabilities of higher schools and financial abilities of the national budget. Opinions are presented of economists and sociologists about the overproduction of staff with a higher education and its socioeconomic effects. A detailed characteristics follows of the situation in Poland in this respect. Attention is given to the determinants of the policy of higher school development in Poland in the coming years. The author prefers a thesis about the shift of emphasis from the quantitative development of this schooling to the question of quality of education, i.e., the modernization of organizational and program structure of studies as well as the improvement of material basis of schools and the increase of a number of academic teachers.

305. JASTRZĄB-MROZICKA, MIROSŁAWA: **Społeczne procesy wyboru studiów wyższych.** (Social Processes of Choice of Higher Studies). PWN, Poznań 1974, 457 pp.

Considerations included in the publication are based on many-year researches on the process of selection of adolescents to higher schools. The researches were of representative character and embraced a sample of 4 percent of pupils from general secondary schools in the years 1963–1967. Material selected in secondary vocational schools has only a comparative value and is not representative to the same degree as the data from general secondary schools. The results of researches are presented in the form of percentage lists. The paper by M. Jastrząb-Mrozicka is a picture of the candidates for higher schools depending on sociodemographic features of adeolescents, their families, types of secondary school, educational attainments as well as teachers' influence on decisions. The author presents their professional aspirations, interests, aims in life, opinions about schools and higher studies. The paper also deals with such problems as aspirations of adolescents from vocational schools to be admitted to higher studies. The publication also has a definite theoretical orientation: empirical material collected as

well as results of its analysis contribute to the verification of many statements and hypotheses concerning the theory of behavior, social activity as well as sociology of work and profession.

306. KOSIEWICZ, TADEUSZ: **Problem efektywności pracy wyższych uczelni technicznych.** (Effectiveness of Work of Technological Univertities). *Życie Szkoły Wyższej* 1974, No. 5, pp. 3–9.

The article contains suggestions concerning the raise of effectiveness of work in technological universities. They are based on many-year experiences of the author as well as on the results of analysis of present shortcomings with regard to functioning and effects of work in technological university. Postulates put forward by the author and indicating the way of action are presented in three groups. The first one concerns the problem of raising the effects of teaching; the second — scientific-research activities; the third group, however, deals with the staff policy.

307. KRUSZEWSKI, KRZYSZTOF: **Nauczanie programowe w systemie dydaktycznym.** (Programmed Instruction in Didactic System). PWN, Warszawa 1974, 210 pp.

The problem of programmed instruction is investigated in the book in connection with the whole didactic system, taking into account the achievements of the general theory of instruction. It occurs in two meanings: narrow, as a means of education through program and wide, as a collection of facts and opinions making up a pedagogical movement. The subject of the two first chapters is the theory of programmed instruction. The author discusses its essence and development, presents a review of definitions. These two chapters are the basis for the others in which the results of introducing programmed instruction into the didactic system are presented as well as attempts to define present-day changes, taking place under the influence of programmed instruction in respect of purposes, contents, methods, means and forms of education. The author proves that the progress of the theory of instruction is due to the achievement of general didactics, reached independently of programmed instruction.

308. LIBERSKA, BARBARA: **Problemy efektywności wyższego wykształcenia.** (Problems of Effectiveness of Higher Education). PWN, Warszawa 1974, 194 pp.

The publication deals mainly with two aspects of higher education, i.e., economic and social as well as with an individual aspect describing the effects of higher education in the life of an individual. The author's own researches attempting to define the sociocultural effectiveness of higher education constitute the main part of the work. The author analyzes: 1) general theoretical problems of studying effectiveness of higher educations; 2) influence of education on the economic development as well as opinions about the role, course, level and share of higher education in the economic growth; 3) studies of sociocultural effectiveness of higher education; 4) subjective indices of effectiveness of higher education, such as: reasons for choosing higher studies, graduates opinions about the influence of higher studies on shaping their personality, satisfaction with graduation, with life as well as the awareness of chances and life prospects; 5) objective indices of sociocultural effectiveness of higher education, e.g., social rise, professional, rise, participation in culture and social activity of graduates.

309. MIŚKIEWICZ, ZENON: **Uniwersytet im. Adama Mickiewicza w XXX-lecie Polskiej Rzeczypospolitej Ludowej.** (The Adam Mickiewicz University of the Polish People's Republic). Wydawnictwo Naukowe im. Adama Mickiewicza, Poznań 1974, 127 pp.

In the introduction, the author gives a historical outline of the University since its origin in 1919, describes its development as well as its clandestine activity during the Nazi occupation under the name of the University of Regained Territories. Much attention is given to the intensive development of the University after 1945. At that time the Poznań University was engaged in research and organizational works which were of great importance for the period of internal and external stabilization as well as for the rebuilding of the country. It also started to educate intensively the staff for the needs of the new

social life being built in the country devastated by the war. The Poznań University distinguishes itself by its engagement on the northwestern territories of Poland. The aim of its activity is to integrate the Regained Territories with the whole country proving their Polish origin, as well as to manage them through educational, cultural and scientific cultivation. The author discusses several developmental stages of the University. The present activity of the University is presented according to: 1) scientific researches; 2) education and didactics; 3) educating scientific staff. In the final part of the publication, prospects of development of the University are presented concerning the state and region needs.

310. PEREPECZKO, BARBARA: **Zdolność rozumowania i systematyczność uczenia się jako czynniki efektywności studiów zaocznych.** (Ability to Reason and Methods of Learning as Factors of Effectiveness of Extramural Studies). *Dydaktyka Szkoły Wyższej* 1974, No. 3, pp. 125–135.

The effectiveness of extramural studies based on controlled self-instruction depends on subjective factors connected with the student. In the present considerations, much attention is devoted to the dependence between didactic effects of studies and ability to reason (the main constituent of intelligence) as well as to methods of learning. The measure of effectiveness is a qualitative effect having a didactic aspect expressed in examination marks. To solve the problem, a psychological test was employed as well as an inquiry, to measure an ability to reason, however, a perceptive test by J. C. Raven "Progressive Matrix" was applied. Information about methods of learning was obtained from questionnaires filled in by students. For the research, students were selected from agricultural faculties of the academies in Olsztyn, Szczecin and Warsaw.

VI.6. ADULT

311. GŁADYSZ, ANTONI: **Uczestnictwo w kulturze. Wybrane problemy socjologiczne i wychowawcze na tle środowiska wielkoprzemysłowego.** (Participation in Culture. Selected Sociological

and Educational Problems in Industrial Environment). Uniwersytet Śląski, Katowice 1974, pp. 108.

The publication presents selected problems of participation in culture as well as spreading of culture in workmen's environment on the basis of researches carried out in the sociocultural environment of the Industrial Region in Upper Silesia. It contains three parts, the first one being an introduction to the general problem of social sciences that are becoming more and more important in science about culture. The second part presents — on the basis of researches — the situation in respect of conditions, features and patterns of participation in culture of the inhabitants of industrial environment, mainly the workmen from the Upper Silesia. The third part is a sort of guide dealing with problems connected with culture of work, reading, reception of art as well as with leisure time.

312. LEPALCZYK, IRENA and SZCZĘSNY, WŁODZIMIERZ: **Funkcja adaptacyjna i integracyjna pracy kulturalno-oświatowej w osiedlu zakładowym.** (Functions of Integration and Adaptation of Educational-Cultural Work in Institutional Estates). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 115–123.

The aim of the publication is to present educational-cultural work in institutional estates as well as its functions (adaptation and integration). Investigations, on which considerations are based, were carried out in 1970 in the estate of cement plant "Warta" in Działoszyn (Pajęczno District). They embraced a sample of two categories of persons. The first category consisting of two subgroups, comprised: 1) active participants of cultural life of the estate, frequenters of clubs, members of permanent educational forms and parents of children belonging to artistic groups; 2) persons not showing any interest in the activity of institutions or participating accidentally and passively in mass entertainments. Each subgroup comprised 25 persons. The second category of subjects included 18 experts who gave interviews concerning the influence of cultural-educational forms on the process of adaptation and integration. The data collected

have been discussed from the point of view of evaluating various forms of cultural-educational activity of institutional estates in the opinion of subjects. Evaluation takes into consideration the cooperation of cultural-educational institutions of the institutional estate in the process of integration and adaptation. The conclusion of evaluation was that cultural-educational activity in the institutional estate is varied. Its variety is an evidence of aiming at organization of the process of adaptation. Integration, however, is a consequence of spontaneous processes of adaptation in the environment under investigation.

313. NOWAKOWSKA, BARBARA: **Wykształcenie mieszkańców Łodzi.** (Education of Inhabitants of Łódź). PWN, Warszawa 1975, 182 pp.

The publication reports on the changes in the level of education of the population, taking into account its social and demographical aspects. The author, basing on statistical data of the Main Statistical Office (mainly on censuses and staff census), data of the Planning Commission of the Council of Ministers as well as of the City Economic Planning Commission in Łódź investigates the influence of economic and social changes, especially industrialization of the country, on the raising of educational level of the population. Special attention is given to people still working. Considerations concern mainly the population of Łódź and comprise the years 1958–1970. Problems discussed are confronted with the situation in the other greatest cities in Poland (Warsaw, Cracow, Poznań, Wrocław). Due attention is being given to the model of future desirable qualifications of the teaching staff.

314. PRZECŁAWSKA, ANNA (ed.): **Funkcjonowanie placówek upowszechniania kultury w warunkach przeobrażeń wsi rolniczej (na przykładzie badań w wybranym środowisku).** (Functioning of Cultural Centers and Changes in the Country (on the Basis of Investigations in a Given Environment)). Centralny Ośrodek Metodyki Upowszechniania Kultury, Warszawa 1974, 133 pp.

The publication is a monography concerning the fuctioning of cultural centers, first of all, social institutions set up in a given environment in order to promote cultural

participation. The monography is based on investigations carried out in the years 1970–1971 in two communities of a district of agricultural character having a certain cultural background. The investigations employed techniques of observation, inspection of cultural activity of centers, interviews in accordance with instructions as well as questionnaires and analysis of documents. Particular research problems are discussed by separate authors: J. K. Sawa analyzes economic-social conditioning of cultural activity in the environment under investigation; A. Biernat, A. Franaszek, M. Sokołowska and E. Sołtysiak discuss the organization of cultural life in the environment under investigation; M. Przybyszewska characterizes the needs and cultural interests of the inhabitants of the country; J. Papuzińska-Baksiakowa deals with forms and methods of cultural-educational work employed in country centers of the investigated environment and eventually A. Przecławska presents the model of rural cultural centers.

315. WAWRYNIUK, STANISŁAW: **Rada osiedla jako ogniwo koordynacji w lokalnym systemie wychowawczym.** (Housing Estate Council as a Link of Coordination in Local Educational System). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 75–97.

Considerations of problems of coordinating educational process in a housing estate of a great city are based on the analysis of the results of investigations carried out by the author in the years 1970–1973 in a housing estate of Poznań. At the end of investigations the number of inhabitants amounted to 6865 persons. Conclusions drawn from the analysis of results of the research carried out by other authors supplement the author's own investigations as well as the author's experience in social work in a cooperative self-government. The author discusses the problem of local educational system mentioning up-to-date conceptions of coordinating educational process in the environment and acknowledging the leading role in this respect to either the council itself or to coordinate institutions. Housing cooperative is characterized as a social association against the background of housing policy of the Polish People's Republic. Status of a housing estate

council is defined in the structure and organization of co-operative self-government on the one hand and self-government of city inhabitants on the other. The author aims at presenting the housing estate council as a link of coordination in the local educational system, considering coordination and aim to treat educational processes in a system as a postulate to be realized in real social practice. Finally, a differentiation is presented of attitudes assumed by different institutions toward this postulate.

VI.7. SPECIAL

316. LIPKOWSKI, OTTON: **Pedagogika specjalna. Zarys.** (Special Pedagogy. Outline). Państwowy Instytut Pedagogiki Specjalnej im. M. Grzegorzewskiej, Warszawa 1974, 243 pp.

The publication dealing with special pedagogy consists of three parts. The first part contains theoretical problems of special pedagogy. Such problems are discussed as: special pedagogy in the system of educational sciences and classification of sciences, its content, range, handicaps and recruitment of children to scientific centers, methods in special pedagogy, principles of rehabilitation, orthodidactics, its aims and principles, special pedagogy in historical outline, contemporary factors determining the development of this science, pedagogy in modern science as well as modern ideas concerning range and content of special schooling. The question is analyzed of the present state of this type of schooling and staff education for its needs. A characterization follows of the special schooling in the European countries. The discussion about special pedagogy is included in part III: oligophrenopedagogy, pedagogy of resocialization, therapeutic pedagogy, surdopedagogy, typhlopedagogy.

317. LIPKOWSKI, OTTON: **Szkolnictwo specjalne.** (Special Schooling). *Nowa Szkoła* 1974, No. 7/8, pp. 17–18.

The article is devoted to special schooling which has greatly developed during the thirty years of the Polish People's Republic. The degree of satisfying needs in respect of special education is not equal in relation to

handicapped children. The author discusses various types of special schools existing in Poland. Proper recognition of a handicap as well as its direction to the most suitable school are very important for the organization of care and education of handicapped children. Principal changes have taken place in the Polish People's Republic pertaining to both the organization and methods of selection as well as to the system and structure of educating teachers for special schooling: 4-year studies to get a bachelor's degree are obligatory. Possibilities have been created for teachers with incomplete higher studies active in special schooling to complete them during extramural studies. The author discusses all the causes which had a particular influence on the development of special pedagogy. Tendencies of the further development of special schooling are conditioned, above all, by the present needs in respect of special education and possibility of their satisfaction as well as by the development of the theory of special pedagogy.

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